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ABSTRACT

This report describes findings of a study concerned with identifying environments of support to increase the participation and success of African Americans, American Indians, Hispanics, and U.S.-born Asian Americans in doctoral programs. The project found that supportive environments include: (1) aggressive and targeted recruitment efforts; (2) substantial, multi-year fellowships and assistantships; (3) a locus of academic and social support services for minority graduate students; (4) an atmosphere of expected success; (5) departmental culture that supports faculty mentoring; (6) student support groups; (7) curricula which encompass diversity issues; and (8) a "critical mass" of minority students and faculty within individual departments. Preliminary information documents the extent of the problem and the study's approach. Six case studies describe programs at the following institutions: the Graduate School and University Center of the City University of New York; the University of Michigan; Brown University; the University of Texas at Austin; the University of Florida; and the University of California at Berkeley. Extensive appendices include: a list of persons interviewed for the study; a checklist for universities; suggested resources; tables listing minority Ph.D.s from 1979-89 at the top 50 universities, and doctorates awarded U.S. citizens by institution, major field, and ethnic group, 1979-89. (DB)

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ENVIRONMENTS OF SUPPORT

HE 026 913

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African Americans, American Indians, Hispanics, and U.S.-born Asian Americans remain severely underrepresented on most college and university faculties. As a consequence, the capacity of institutions to respond to the challenge of diversity and to increase the participation, retention, persistence, and degree completion of African Americans, American Indians, Hispanics, and Asian Americans, even when sincerely pursued, too often is limited and frustrated. The frustration is most severe for those students who find that the academy's environment is unsupportive of their aspirations for graduate education. The process is circular, as is the lack of progress.

Some institutions are breaking through, demonstrating that well-planned, targeted efforts yield results in the preparation of members of underrepresented groups for the doctorate. In this project, we set out to describe what some universities are doing to increase the participation and success of African Americans, American Indians, Hispanics, and U.S.-born Asian Americans in doctoral programs.

The project was initiated by Sarah Melendez and Reginald Wilson in 1987 and was completed under the direction of the ACE Office of Minorities in Higher Education (OMHE). The final report was prepared by Ursula Wagner with the assistance of Eileen O'Brien and ACE's Leadership Group staff. The project was generously supported by The Andrew W. Mellon Foundation.

It is our hope that this report, which outlines the steps some universities have taken to create *environments of support*, will inspire others to continue to initiate similar comprehensive approaches, even in the face of fiscal constraints and efforts to impede the targeting of resources to populations historically underserved by our educational system. We believe that the lessons learned from these efforts can and should inform graduate education for all students.

Blandina Cardenas Ramirez, Director
Deborah Carter, Associate Director
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American Council on Education

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Executive Summary
Environments of Support

"What has supported me? A [critical mass] of minority students. Experiences can be validated in the sense that slights, frustrations...are experienced by other students. [It] gives you a feeling of belonging."
– from a graduate student, the City University of New York

"The confidence [a faculty mentor] showed in me pushed me and challenged me...[and] allowed me to succeed beyond my expectations...She is very good." *– from a graduate student, Brown University*

"[They] are really good people...the most welcoming in the university. I have a lot of praise for [the Graduate Opportunity Program]." *– from a graduate student, the University of Texas at Austin*

"It's a tremendous program. I was out of the habit of studying. I had a chance to get adjusted. You take one or two classes when you're not as stressed. It helps to ease you into the fall semester." *– from a graduate student, the University of Florida*

"I would like to emphasize again the great financial support...There's no way I could have come to Michigan without a fellowship." *– from two graduate students, the University of Michigan*

"There are specific faculty who are trying to recruit more minority students at conferences and meetings. A few of them spend hours on the phone with incoming students. These faculty are well respected and have had an impact on the department." *– from a graduate student, the University of California at Berkeley*

These voices of minority graduate students point to the critical importance of environments of support that allow students to participate fully in the academy, benefit from its academic and social supports, and graduate. The result is a greater number of minority Ph.D.s.

These voices of minority graduate students point to the critical importance of environments of support that allow students to participate fully in the academy, benefit from its academic and social supports, and graduate.

The recruitment and retention of sufficient numbers of minority graduate students over the next decade, however, will not be easy. Current data are disheartening:

- The number of doctorates awarded to African Americans has decreased by 20 percent over the last decade.
- While the Hispanic and American Indian doctorate pools have made relative gains, the numbers are still very small and do not reflect their share of the U.S. population.
- In certain areas of study, minority representation is nearly nonexistent. In mathematics, African Americans received only four of 416 doctorates awarded to U.S. citizens in 1990; Hispanics received ten and American Indians one.

The challenge is to create institutional environments capable of providing the considerable pool of talented minority students with academic potential and the quality of support they need to realize their full potential.

The reasons for the underrepresentation of minority students in graduate education are deeply rooted in the fabric of United States education and society. In all parts of the educational system, not enough minority youth progress from one level to another, and many of those who do have received inadequate counseling and inadequate academic preparation. The problem of developing minority youth for academic careers must become a central priority for all levels of the educational system.

Problems require solutions, and at the graduate level, some universities have initiated increasingly aggressive and innovative recruitment and retention practices. To better understand the success of these practices, the American Council on Education conducted six case studies at the Graduate School and University Center at the City University of New York, the University of Michigan, Brown University, the University of Texas at Austin, the University of Florida, and the University of California at Berkeley.

We sought to identify those program elements that were essential to producing minority Ph.D.s in large numbers. Our focus on institutional rather than individual factors that contribute to minority success should not diminish the importance of the considerable individual commitments and efforts that have produced talented minority academics even in the face of chilly institutional climates. Rather, the challenge is to create institutional environments capable of providing the considerable pool of talented minority students with academic potential and the quality of support they need to realize their full potential.

Identifying and ranking specific elements of success proved elusive, but ultimately revealing. The question was not: "What are the successful elements?" but "What are the essential elements and what do they look like when they come together?" It is the interplay of elements in creating a whole that we have chosen to call an *environment of support*.

Environments of support demand institution-wide commitment and cooperative action from the board of trustees, the president, deans, department chairs, faculty, and students. The components of such environments include:

(1) Aggressive and targeted recruitment efforts that incorporate personalized outreach;

(2) Substantial, multi-year fellowships and assistantships that allow graduate students to focus on their academic studies;

(3) A locus of academic and social support services: a special office of minority graduate programs associated with or part of the graduate dean's office, and a minority leader of stature (ideally an associate dean or professor) to lead the recruitment and environmental support efforts;

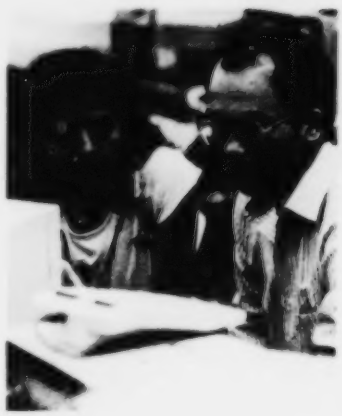
(4) An atmosphere of expected success;

(5) Department culture that encourages and supports mentoring by faculty;

(6) Support groups that allow minority students to share life experiences and academic work, as well as other activities;

(7) Curricula that encompass the new scholarship on ethnic, racial, cultural, and gender dimensions; and

(8) A "critical mass" of minority students and minority faculty within individual departments.



These interdependent components form a synergistic whole that is greater than the sum of its parts.

Successful integration and implementation of these components require cooperation and commitment. They also require careful, comprehensive, and inclusive planning across the institution. Faculty, administrators, and students must act with fairness, sensitivity, and respect. The graduate students who speak about their positive experiences describe a context of encouragement: faculty expectations encouraged them to excel. Shared experiences and relationships brought warmth, inspiration, and friendship. A faculty member reached out in conversation, set up a meeting, and pointed toward resources. These positive acts boost a student's self-confidence and create feelings of belonging.

Minority graduate students currently acquire much of their academic and social support from special offices for minority concerns and their own "communities of color." Administrators and minority students have struggled to put these positive and necessary supports into place. But beyond that, minority graduate students must be encouraged to establish personal and professional relationships with people from all ethnic and racial groups. And all groups must become aware of minority students, seek them out, and learn to become part of the support systems. While administrative and minority student initiatives to create environments of support are extensive, faculty commitments across the university are more

limited. Organized faculty recruitment efforts usually exist in a few departments, but they are far from common. Despite many examples of positive mentoring, students also report that many of their peers did not benefit from such mentoring relationships. The question that all universities face is: "How can we educate and mobilize our faculty?"

Within this context, environments of support nonetheless represent a critical step toward increasing the number of minority Ph.D.s. A more inclusive system of higher education will demand commitments from a greater number of universities to engage in the comprehensive institution-wide efforts to create such environments. Those universities that have already committed themselves – that have established aims, implemented strategies, and achieved goals – will need to attain a more complete stage of institutional change by incorporating special programs and strategies into the fabric of university life.

Only through strategic initiatives targeted to reverse the specific patterns of exclusion of American Indians, Hispanics, African Americans, and Asian Americans will we achieve both equity and effectiveness.

Efforts to increase the success of minorities in graduate education will improve graduate education for all students. Over the last decade, the number of graduate degrees awarded to all U.S. citizens has decreased by 4 percent. For a variety of reasons, graduate education has lost some of its appeal. Reversing this trend requires that the changing needs of all students be identified and served through challenging and supportive strategies designed for a changing demography and different national priorities. A new vision of graduate education must be created to reflect these changing needs.

The importance of targeting minority students for inclusion in graduate education cannot be underestimated. Institutional policies that are blind to the historical underrepresentation of minority students in higher education will only perpetuate that underrepresentation. Efforts that fail to dismantle or circumvent barriers to full access for minorities will continue to waste precious resources of minority talent. It is not enough, moreover, to speak of minorities in the aggregate. The historical development of each minority group in this country is as unique as its culture. Only through strategic initiatives targeted to reverse the *specific* patterns of exclusion of American Indians, Hispanics, African Americans, and Asian Americans will we achieve both equity and effectiveness.

With the aging of the professoriate, colleges and universities face the need to regenerate entire faculty ranks over the next 25 years. Increasing the proportion of minorities in the cohort of succeeding generations demands bold and targeted efforts to reverse their underrepresentation among the faculty and leadership in higher education. Developing and recruiting the full spectrum of the nation's talented youth to academic careers thus must become a central priority for all concerned – elementary and secondary education, two-year and four-year institutions, graduate and research universities, foundations, national education associations, and state and federal government agencies.

Introduction

A Preview

I met him [a faculty member] at a reception. He was the only psychology professor and black person on the stage. I introduced myself, and he said, "Come by and see me." [When I did,] I had a great conversation with him about his interests, my interests...Later he told me he had been offered authorship of a book chapter, and asked did I want to co-author it with him. I said "yes" and asked for the responsibility of the data analysis, although I had limited statistical experience before I came here. He let me do this. Through ongoing research meetings, I learned more about analyzing the data. At our meetings, he would say, "Do you know about this and about that?" And if I didn't, he would introduce me to a new body of literature. He has been extremely helpful to my professional and personal development. He would ask all the time, "How are you doing?" [Interview with a graduate student, University of Michigan, June 14, 1990.]

It is a simple but sensitive question: "How are you doing?" It can make a difference in the life of a graduate student. Setting up a meeting, pointing a student toward resources, reaching out in conversation: these small acts complement the more formal faculty responsibility of training researchers and teachers. The informal and formal words and acts of faculty contribute to environments of support that help minority Ph.D.s graduate and thus increase minority representation among faculty ranks.

The American Council on Education applauds those universities that have taken steps to create environments of support. A more inclusive and effective system of higher education will demand commitments from a greater number of universities to do the institutional planning to create such environments and weave them into the fabric of the institution. Environments of support involve aggressive recruitment efforts; access to faculty mentoring, so aptly described by the University of Michigan student; access to substantial fellowships and teaching and research assistantships; a locus of academic and social support; a curriculum that reflects ethnic, racial, and cultural issues; "communities of color," people of the same color and background to share experiences with; a critical mass of minority students and faculty within departments; fair, sensitive, and respectful treatment; and a language of encouragement that expresses

the desirability of a racially and culturally diverse community within individual departments and the institution as a whole. The pieces of an environment of support are dependent on each other, reinforce each other, and make the whole greater than the sum of its parts. The result will be greater numbers of minority Ph.D.s – and a dynamic and productive system of graduate education.

The Problem

In *One-Third of A Nation*, ACE's Commission on Minority Participation in Education and American Life called for a goal of parity for the United States' minority population within 20 years.[1] Reversing the historical underrepresentation of American Indians, Hispanics, African Americans, and Asian Americans across the spectrum of graduate education over the next decade will not be easy. The current data are disheartening:

Reversing the historical underrepresentation of American Indians, Hispanics, African Americans, and Asian Americans across the spectrum of graduate education over the next decade will not be easy.

- In 1990, 828 doctorates were awarded to African American U.S. citizens – 19.8 percent less than those awarded a decade ago. The share of doctorates awarded to African Americans in 1990 was 3.4 percent; in contrast, 12.1 percent of the U.S. population is African American.

- The Hispanic and American Indian doctorate pools have made relative gains, but the numbers are still very small and do not reflect their share of the U.S. population. In 1990, 700 doctorates were awarded to Hispanic U.S. citizens, an increase of 69 percent over 1980. The share of doctorates awarded to Hispanics was 2.9 percent; in contrast, 8 percent of the U.S. population is Hispanic. American Indians received 94 doctorates in 1990, an increase of 25.3 percent over 1980. The share of doctorates awarded to American Indians was .04 percent of all U.S. doctorates, while they represent about 1 percent of the U.S. population.

- Minority underrepresentation is particularly acute in science, mathematics, and engineering. Among the 3,314 doctorates awarded in the United States in 1990 to U.S. citizens in the physical sciences, 23 (0.7 percent) went to African Americans, 83 (2.5 percent) to Hispanics, and five (0.1 percent) to American Indians. Of the 416 doctorates awarded to U.S. citizens in mathematics, four (1.0 percent) went to African Americans, ten (2.4 percent) to Hispanics, and one to American Indians. Of the 1,935 doctorates awarded to U.S. citizens in engineering, 28 (1.4 percent) went to African Americans, 39 (2 percent) to Hispanics, and four (0.2 percent) to American Indians.[2]

Social justice and national self-interest compel higher education to confront the underrepresentation of minority students in graduate educa-

tion. By the year 2000, one in three college-age students and more than one-third of the nation's workforce will be persons of color. The United States of the twenty-first century will be a uniquely pluralistic, multicultural nation. This will demand a dynamic academy capable of recruiting a diverse faculty, developing a knowledge base that serves the needs of a diverse society, and graduating students who respect and can transmit these values. If the academy is to reflect the diversity of the nation, extraordinary efforts will be required. African Americans, Hispanics, and American Indians are vastly underrepresented among faculty ranks, and the number of minority graduate students coming through the pipeline is much too small. Asian Americans have made substantial inroads in the physical sciences, mathematics, and engineering, but they remain underrepresented in the humanities.

What troubles us in particular is a sense of stalled promise and lost momentum. Active recruitment of minority students to graduate school began in the late 1960s as part of the national civil rights movement. By the early 1970s, the language and behavior of affirmative action demanded an aggressive search for potential minority graduate students. Institutional goals, policies, and handbooks, and the appointment of faculty departmental advisors for affirmative action proved effective tools. But while the number of minority graduate students increased considerably during the late 1960s and 1970s, the percentage of doctorates awarded to African Americans decreased by 20 percent during the 1980s, and the total number of Hispanic and American Indian Ph.D.s is still very small.

The reasons for the underrepresentation of minority students in graduate education are deeply rooted in the fabric of American education and society.

The reasons for the underrepresentation of minority students in graduate education are deeply rooted in the fabric of American education and society. While our focus is on the graduate level, we would be remiss to ignore the depth of the problem. Not enough minority youth progress from elementary and junior high to high school. Not enough graduate from high school. Many of those who do graduate have received no encouragement, inadequate counseling, and inadequate preparation to continue on to college. Although the national movement to improve elementary and secondary schools has gained momentum over the last ten years, our society has not yet reaped significant results.

The pipeline problem also persists at the college level. Too few African American, Hispanic, and American Indian undergraduates make it to graduate schools: In 1990, while African Americans made up 9.5 percent of undergraduates, they accounted for only 5.4 percent of graduate and professional school enrollments; Hispanics made up 5.9 percent of undergraduates, but only approximately 3 percent of graduate and professional school enrollments; American Indians represented 0.8 percent of undergraduate enrollments, but just 0.4 percent of graduate and professional students.[3]

Expanding the pool of minority graduate students at all levels of the educational system is thus a critical need. Many innovative interventions do exist – strategies that encourage collaboration, cooperative action, and linkages across the transition points of the educational system. Collaborative arrangements between universities and schools that involve encour-

agement, special courses, counseling, and career exploration serve to motivate minority elementary and secondary school youngsters to attend college. High school students and humanities and science faculty work together on research projects, giving students opportunities to acquire the motivation, skills, and confidence to pursue further research. But such efforts are still too rare. We must move quickly to make them part of the fabric of education in every state.

One of the most effective interventions at the undergraduate level is the summer research program. Matched with faculty mentors, undergraduates acquire research and communication skills, discuss the nature of academic work with peers and faculty, receive intellectual recognition and support, and talk about the value of graduate study. As a result, they report a greater interest in research, a more intimate understanding of academic life, and more confidence in their abilities at the end of their summer experience.

Many community colleges play an important role in effecting transitions from high school to community college, and from community college to a four-year institution. Community colleges also help to expand the pool of minority faculty by encouraging those on their faculty without Ph.D.s to pursue these higher degrees. Partnerships between community colleges and four-year institutions can increase opportunities for early recruitment of students who would be good prospects for graduate school. (For examples of programs in all these categories, see Appendix 3.)

Such collaborations and linkages are critical across all levels of the educational system. Many institutions lack the capacity (both leadership and resource) to address the issues involved. Individual projects often stand alone, doing little to alleviate the institution-wide problems. In elementary schools, for example, an innovative career counseling program has little impact without corresponding curricular reforms – a task that can be facilitated with the help of college faculty. A statewide university minority fellowship program has limited effect without corresponding interventions into high school academic and counseling programs. Concerted, cooperative efforts of this nature over a long period will serve to expand the pool of minority graduate students.

Environments of support that will enhance the quality of the graduate experience for *all* students are urgently needed. In the last decade, the number of doctorates awarded to all U.S. citizens has decreased by 9 percent. For a variety of reasons, graduate education has lost some of its appeal. Reversing this trend requires that the changing needs of all students be identified, and that strategies designed for another time and a different demography be replaced with graduate education created for a new vision of the future.

The importance of targeting minority students for inclusion in graduate education cannot be overemphasized. It is not enough, however, to speak of minorities in the aggregate. The historical development of each minority group in this country is as unique as its culture. Only through strategic initiatives targeted to reverse the specific patterns of exclusion of

American Indians, Hispanics, African Americans, and Asian Americans will we achieve both equity and effectiveness.

The Study

Institutions continue to struggle with the advancement of minorities, and some universities have initiated increasingly aggressive and innovative recruitment practices. To better understand university initiatives to attract and retain minority graduate students, the American Council on Education launched a preliminary study in 1987–88.[4] Based on data obtained from the National Research Council's *Survey of Earned Doctorates*, 235 arts, science, and engineering departments and programs that had graduated at least one African American, American Indian, or Hispanic doctorate between 1976–85 were included in the study.[5] (The field of education was not included in the study because it has the highest rate of degree attainment for minorities.) These departments and programs were surveyed on the strategies they used to recruit and graduate minorities. Their responses fell into four categories:

- **Institutional Goals and Explicit Departmental Programs:** Almost half of the departments stated that their university had institution-wide policies for increasing minority participation. More than one-third had explicit programs at the departmental level for increasing minority doctorates.

- **Recruitment:** Special recruitment was considered essential to success. More than one-third of the departments routinely visited historically black institutions and other colleges and universities with large minority undergraduate enrollments. Half of the departments used minority scholar locator services. Special mailings to minority students, faculty and alumni involvement in recruitment, and on-campus, pre-application seminars for prospective graduate students were common practices.

- **Financial Aid:** More than 60 percent of the departments that responded provided fellowships, grants, and loans to minority graduate students, in addition to more general university support. More than half provided research assistantships; more than 60 percent provided teaching assistantships.

- **Retention:** Retention strategies involved the following set of activities: 1) an initial concentration on admissions, based on the belief that highly selective admissions policies were important to retention; 2) orientation, advising, and counseling programs; 3) academic support services; 4) faculty mentoring; and 5) the involvement of faculty in recruitment and retention.

While departments identified these strategies as important, descriptive accounts of what works and why were not included in the preliminary study. To understand how administrators, faculty, and students work together to create environments of support, in 1990 the Council conducted six follow-up case studies at the Graduate School and University Center at the City University of New York, the University of Michigan, Brown University, the University of Texas at Austin, the University of Florida, and the University of California at Berkeley. These institutions were identified as universities that (1) emphasize environmental support for their minority graduate students and (2) successfully graduate significant numbers of minority Ph.D.s. (See Table 1.)

Table 1
Number of Doctorates Granted, 1979–89
(Excluding Education Doctorates)

	American Indian	African American	Hispanic
Berkeley	14	109	106
Michigan	13	141	69
Texas	9	42	129
CUNY	3	66	97
Florida	2	35	75
Brown	2	24	22

Note: Education and professional degrees are not included. Retention data are not included because only two of the universities in the study collect retention data. Institutions need to carefully track such data to better understand the experience of minority students and to revise their programs accordingly. Data describing the rate of persistence are not included.

Source: National Research Council, unpublished tabulations.

All the universities, with the exception of Brown, were part of the Council's preliminary study. Brown was chosen because it is a small, independent institution with a strong reputation for faculty mentoring. Many other small universities have mounted innovative practices that could not be included because of the limited scope of this study.

For each institution, documents and reports were analyzed. Each university was asked to identify graduate students and faculty in three departments that successfully graduate minority Ph.D.s. Departments were identified in the humanities, social sciences, and sciences and engineering. At least three administrators, three faculty, and three graduate students

were interviewed at each institution in individual, half-hour telephone interviews. (See Appendix 1 for a list of people interviewed.)

The case studies show the promise of what works: the "best practices" of six universities and the components they have put into place to create environments of support. As such, they paint a positive picture. Listening to the voices of committed administrators and successful minority students, one must remember that there is more than one reality. Many minority graduate students struggle for success because they face severe financial difficulties, bear the responsibility of extended family commitments, and work in isolation while in graduate school. They are subject to discriminatory stories and language in the classroom, intended or unintended slights, and the pressures of being the only person of color in a particular setting. General faculty awareness of these issues can be low and majority students can be unoriented and uninvolved. While most of the minority students interviewed reported positive experiences within their departments or universities, many also suggested that other minority Ph.D.s within their same universities faced more difficult situations: no mentors, feelings of inadequacy, and a chilly climate.

Many minority graduate students struggle for success because they face severe financial difficulties, bear the responsibility of extended family commitments, and work in isolation while in graduate school.

Working within these kinds of complexities, the institutions in the study deserve respect. They have discovered the necessity for institutional leadership and for cooperative action from all parts of the university. Institution-wide commitments – from the board of trustees, the president, deans, department chairs, and faculty – compound their ability to recruit and graduate minorities. These six universities also engage in the art of effective recruitment – strategies identified in ACE's 1987–88 preliminary survey: targeted efforts, visitation days, multi-year fellowships, the utilization of enrolled minority students and faculty, and summer research programs for undergraduates. And they have extended their commitment beyond recruitment to retention through their use of fellowship funds, academic support programs, and leadership provided by minority faculty leaders of stature.

Yet more remains to be accomplished, and daunting issues remain unsolved. Minority graduate students currently acquire much of their academic and social supports from special offices for minority concerns and their own "communities of color." Administrators and minority students have struggled to put these supports into place. They are a positive and necessary step. But they must also establish personal and professional relationships with individuals from other ethnic and racial groups. All universities must consider what constitutes the difference between a community of color that supports minority graduate students and one that isolates them.

Furthermore, faculty commitments across the university must become far more explicit and visible. Students are drawn to graduate study because of the reputation of a department and its faculty. Graduate faculty thus can play a critical role in recruiting and retaining all graduate students, and minority graduate students in particular. Organized faculty recruitment efforts are far from common. And while we found many examples of positive faculty mentoring, students also reported that many

of their peers did not benefit from such mentoring relationships. The question that all universities face is: "How can we educate and mobilize our faculty?"

The case studies that follow illustrate how six universities have tried to create environments of support. We hope that other institutions may benefit from their experiences.

Environments of Support

The Graduate School and University Center of the City University of New York (CUNY)

The heart of the matter for us is rooted in the location of the university. [CUNY has] always been an institution that has prided itself in serving immigrants and first-generation students. In the 1880s, this had one consequence [serving immigrants]. In the present, it means serving African American and Hispanic students. [Interview with Geoffrey Marshall, associate provost and dean for academic affairs, June 18, 1990].

In 1961, CUNY established a system-wide Graduate Division and began to design doctoral programs in consultation with four senior colleges: City, Hunter, Brooklyn, and Queens. In 1970, only ten minority students were enrolled in the Graduate School; between 1981 and 1990, 214 African Americans and Hispanics received doctoral degrees. A clear mission to serve the African American and Hispanic students of the city accounts for part of this success. Institution-wide commitments include a Task Force on Pluralism and Diversity – created by the Board of Trustees and chaired by the vice chancellor of academic affairs – that reviews the curriculum and the recruitment of students and funds set aside by each senior college to encourage faculty to recruit minority students and seek grants that will foster pluralism and diversity.

Within the Graduate School, the Office of Expanded Educational Opportunity, established in 1970, is largely responsible for recruitment. Much of its base is local. More than half of the total undergraduate population (c. 194,000) within the colleges of the CUNY system is African American and Hispanic [Marshall, June 18, 1990]. Dean K. Harrison, head of the Office of Expanded Educational Opportunity since its origin, guides this local effort, conducting pre-application seminars twice a week. Harrison also works with programs, helping them to design targeted recruitment efforts. In conjunction with the Minority Students' Association and the Clinical Psychology Program, the Office provides logistical support for a large, fall weekend conference on cross-cultural issues in psychology. Open to the public, the conference features prominent minority speakers. Several hundred people attend annually.

Financial aid is critical to the survival of minority doctoral students in the expensive New York area. Unfortunately, the Graduate School has always had an inadequate base of financial aid; as a result, many students work. The situation has worsened with the diminution of federal fellowship and loan programs and the reduction of federal research money. A new Magnet Program proposed at a cost of $3 million over five years can provide some relief. For 1990–91, seven four-year entering tuition fellowships, a $12,000 stipend, and summer employment support of $3,000 have been awarded, as have six dissertation fellowships of $18,000 each. Beginning in 1991–92, a postdoctoral fellowship will be awarded to a recent graduate who will teach a course at one of the colleges and mentor minority students at the Graduate Center. Nonetheless, this new program will affect only a small number of students. The words of one graduate student express the stresses of insufficient financial aid: "[I have a stipend of] $5,000–6,000 a year (tuition is $1,900 a year for New York State residents); [it's] really nothing. [I also have] three part-time jobs. The financial aid [offered] has led to people taking [a] much longer time to finish." [Interview, June 10, 1990.]

When asked, "What institutional or departmental supports have been helpful to you in making progress on your doctorate?", a graduate student responded, "A critical mass of other minority students."

Despite these stresses, programs continue to attract minority graduate students. One of the most successful is the Clinical Psychology Program. Over the last 20 years, 49 African Americans and Latino Americans have received doctorates. On the average, about 20–30 percent of the entering class is minority. (Numbers are from an interview with Dean Harrison, June 13, 1990.) The importance of a strong minority presence in recruitment and in establishing a hospitable environment cannot be too strongly stated. When asked, "What institutional or departmental supports have been helpful to you in making progress on your doctorate?", a graduate student responded, "A critical mass of other minority students." [Interview, June 10, 1990.] Such a group allows students to talk about academic and personal issues with other students of color and to organize themselves for activities. The same student commented on the power of peer group action: "When things go wrong...when faculty are not being responsive...the group writes a letter. [This] energizes you and gives you a feeling of power." [Interview, June 10, 1990.] A critical mass of alumni allows for role models – those who have struggled with graduate study and succeeded.

With expertise in the ethnic, racial, and cultural issues that confront many students, the two African American faculty in the Clinical Psychology Program support the interests and well-being of minority graduate students. They have pushed for courses that reflect minority culture and scholarship, and they help to create an environment in which minority students feel they belong. To quote one student:

> *I felt that I could really be me. I felt this automatic acceptance, like I was legitimate. I can just tell him straight up how insecure I feel. I don't know if I could admit this to a white. Being able to confide in a faculty member who understands me or won't use the information against me is important.* [Interview, June 14, 1990.]

Because of minority faculty initiative and pressure from the minority students, the Clinical Psychology Program has had some success in developing courses that address ethnic, racial, and cultural issues. The executive officer of the Clinical Psychology program teaches a course on ethnicity and mental health.[6] Although the program is ahead of many others in addressing these issues, "it still leaves a lot to be desired," admits this faculty member. [Interview, June 8, 1990.]

Other programs at CUNY make special efforts to bring minority students and minority faculty together. The Anthropology Program assigns a minority faculty member full time to the Graduate Center to advise students. At the Center for Analysis of Structures and Interfaces, one of the National Science Foundation's Minority Research Centers for Excellence, faculty mentors work with doctoral students on research projects in chemistry, physics, and engineering. With a $5 million five-year budget for 1988–93, the center's purpose is to promote research and to increase the number of minority scientists.

The Office of Expanded Educational Opportunity provides an administrative source of academic support. It establishes tutoring groups as needed and counsels individual students. The retention process involves helping students select a mentor and a thesis committee that can work in harmony with one another.

A strong and viable Minority Students Association (MSA) holds general meetings that address student concerns and provide for exchange of information. It also sponsors seminars, study groups, and social events in the MSA lounge. One graduate student reported: "They made a clear-cut effort to pull you in right away. You feel you have a place to go. Just knowing there are more senior students who are African American who have made it makes all the difference in the world." [Interview, June 14, 1990.]

Just knowing there are more senior students who are African American who have made it makes all the difference in the world.

The picture is not all rosy. Although the number of minority Ph.D.s has increased dramatically since the inception of the Office of Expanded Educational Opportunity, graduates are clustered in the social sciences. Financial aid is insufficient. As a result, many students face financial difficulties, work outside the university, and spend little time at the Graduate Center. They are unable to take advantage of the academic support services that exist, and the Office of Expanded Educational Opportunity thus has cut back on structured tutoring services. Most departments don't have the requisite critical mass of either minority graduate Ph.D. students or minority faculty. Nevertheless, this graduate school makes efforts to design programs and attract money to support minority graduate students. A sizable minority population in New York City and both within the university as a whole and in the Office of Expanded Educational Opportunity contributes to an environment of support.

The University of Michigan and the Michigan Mandate

Precipitated by student protests in 1987, the Michigan Mandate sets out basic premises and goals to achieve diversity and pluralism on three University of Michigan campuses – Ann Arbor, Dearborn, and Flint. In the words of University President James T. Duderstadt:

> *The fundamental premise of the Michigan Mandate is for the university to achieve excellence in teaching and research in the years ahead ....We simply must achieve and sustain a campus community recognized for its racial and ethnic diversity. But beyond this, we believe that the university has a mandate not just to reflect the growing diversity of America...but to go beyond this to build a model of a pluralistic, multicultural community for our nation...that values and respects and, indeed, draws its intellectual strength from the rich diversity of peoples of different races, cultures, religions, nationalities, and beliefs.*[7]

With a 12-person staff and a budget of $1.2 million, the Office of the Vice Provost for Minority Affairs coordinates many activities that attempt to achieve the Mandate's goals. Programs include: the Target of Opportunity program, which hired 19 new African American faculty by Fall 1988; the Minority Faculty Development Fund, with $250,000 for professional development; and the Summer Research Opportunity Program for undergraduates, which supported 55 students in 1988.

One of Michigan's great strengths is its $11 million annual minority fellowship program, which has increased under the Michigan Mandate. [Interview with James Jackson, associate dean, School of Graduate Studies, June 12, 1990.] Students were explicit about the recruitment power of fellowships. At the end of an interview, a graduate student with a Committee on Institutional Cooperation Minorities Fellowship adamantly stated: "I would like to emphasize again the great financial support...." [Interview, June 25, 1990.] "There's no way I could have come to Michigan without a fellowship," said another student. [Interview, June 14, 1990.]

Sources of financial aid include the following:

- The Michigan Minority Merit Fellowship supports at least 80 incoming Ph.D. students for four years. The fellowship consists of full tuition for ten months per year and a monthly stipend of $900.

- The Rackham Minority Fellowship awards provide four-year fellowships consisting of full tuition for ten months per year and a monthly stipend of $625. This fellowship supports approximately 63 incoming students per year.

- The Martin Luther King/Cesar Chavez /Rosa Parks funding from the State of Michigan supports dissertation fellowships.

- In addition, the University of Michigan participates in the Committee on Institutional Cooperation (CIC), a consortium of Big Ten Universities and the University of Chicago. CIC offers minorities fellowships that can be used at any of the member institutions.

The lure of the fellowships is complemented by highly active recruitment efforts. The university works hard to sell itself. The Office of Minority Affairs, part of the Rackham School of Graduate Studies, with an annual budget of $80,000–90,000, coordinates recruitment efforts. As part of CIC's Alliance for Success program, Marilyn Gordon, coordinator for graduate minority affairs, works with representatives from a large number of historically black institutions to recruit undergraduates. Special emphasis is given to Coppin State College (MD), Jackson State University (MS), Lincoln University (PA), Prairie View A&M University (TX), Texas Southern University (TX), and Xavier University (LA). Office staff make at least 35 recruitment trips a year; another 70 trips are coordinated for faculty and graduate students. [Interview, June 12, 1990.] The office sends mass mailings to minority undergraduates based on names received through the Graduate Record Examination Minority Graduate Student Locator Service, the CIC Name Exchange, and the National Name Exchange; these are supplemented with follow-up mailings by the departments. A toll-free number handles inquiries from undergraduates. [Interview, Marilyn Gordon, coordinator for graduate minority affairs, June 20, 1990.]

What it takes, Associate Dean James Jackson explained, is a "desire on the part of faculty and department administrators to graduate minority students. They have to realize that minority students are a critical part of their program."

The Graduate Dean's Office provides incentives and support to involve faculty in recruitment. Central funds are available to enable departments to bring to campus all minority students who have been admitted. The combination of central support and departmental engagement works well. The chair of the English Department estimates that about 12 students visit each spring; "This represents a tremendous amount of work, but it pays off." [Interview, June 20, 1990.] By identifying two or three faculty in each department who are interested in recruitment, the Graduate Dean's Office hopes to stimulate departmental action. What it takes, Associate Dean James Jackson explained, is a "desire on the part of faculty and department administrators to graduate minority students. They have to realize that minority students are a critical part of their program." [Interview, June 12, 1990.]

Money is also available to help graduate students recruit. In the Department of Psychology, members of the three minority students' associations (African American, Hispanic, and American Indian) recruit on other campuses and hold two workshops a year for undergraduates from

around the country to meet students and faculty. Along with providing specific help with the application process, workshops address such topics as: Are you making the right choice? How do you ask for a letter of recommendation? How do you write a personal statement? Personal statements are read, commented on, and edited. The School of Graduate Studies provides funding for these activities and the Department of Psychology provides staff support. According to the department chair, not much happened during the first year. Now, the students "have established networks that pay off." Numbers from recent years are evidence of success: in 1988, six minority Ph.D.s enrolled; in 1989, 14 enrolled; and for 1990–91, 15 minority students were expected to enroll. [Interview, June 13, 1990.]

The university also has begun to focus attention on retention, especially through its summer programs for incoming and continuing minority doctoral students, for which students receive free tuition and a summer stipend. Programs in the humanities, the social sciences, and the sciences provide an orientation to Ann Arbor and the university and to an immediate academic and social support group. The Program in the Social Sciences, which is 28 years old, offers classes, seminars, and special workshops in research design, statistics, data analysis, survey research methods, and related topics of interest to social scientists. A sociology student described the program as a very positive experience: "It was great, a quick way to get the cutting-edge methodology." [Interview, June 20, 1990.]

There is no question that black faculty members have been central to my success. Black faculty members can relate more to my personal experience of being a black person in America.

In the Humanities Program, a student takes language classes five days a week. "That course enabled me to pass the language exam," exclaimed an English Ph.D. candiate. Once a week, group meetings with speakers allow for contact with administrators, faculty, and other students. This is a "very, very useful and important program," noted the same graduate student, "...extremely important for retention." [Interview, June 20, 1990.]

Students are a source of academic and psychological support for one another throughout the year. The Black Students' Psychological Association, for example, "fosters support among black students academically and emotionally." With about 34 members, the association holds regular meetings and sponsors potluck dinners. The Academic Forums provide opportunities for students to present research work in progress. Participants get counsel on their findings and clarity of communication.

Faculty mentors and mentoring relationships with advanced students are another source of support. When asked the question, "What kind of institutional or departmental supports have been helpful to you?" a graduate student commented, "It's personal relationships that have been most useful." The student proceeded to talk about mentoring relationships with older African American graduate students and the value of minority mentors:

> *Mentorship is the most important thing in terms of student success. I've had an interesting mix of mentors. My first level of mentorship has been from older black graduate students. There is one former*

student in particular with whom I share similar interests beyond sociology. We also share a similar pragmatic philosophy with regard to the graduate school experience. [We] share information on particular professors. [It's important to have] someone to read over your stuff and comment on it.

My second level of mentorship has been from faculty, both black and white. There is no question that black faculty members have been central to my success. Black faculty members can relate more to my personal experiences of being a black person in America....My relationship with them is often more informal than with my white mentors. Students have to be careful about the mentor's time – particularly a black mentor who has enormous demands on his or her time. Having a black faculty member to socialize you into the rules of the academic "game" early in your graduate school career is ideal. [Interview, June 20, 1990.]

With its Target of Opportunity Program, intended to recruit new minority faculty to campus, the University of Michigan has increased the available pool of minority faculty mentors and has created a critical mass of minority faculty within certain departments. As a recently hired African American assistant professor of history put it, "Michigan made it clear it would hire a cluster of Afro-American history scholars and it came through." [*The Chronicle of Higher Education*, October 3, 1990, page A20.]

With its Target of Opportunity Program, intended to recruit new minority faculty to campus, the University of Michigan has increased the available pool of minority faculty mentors and has created a critical mass of minority faculty within certain departments.

Starting with the president and the board of trustees, the University of Michigan has made a definitive commitment to augmenting diversity and pluralism on campus. But this will take time, and in the current environment, some minority students suffer from isolation. To quote another student:

It's really hard for me to articulate what it means to be an outsider...to come from a foreign type of environment to the ivory tower. My first semester, I didn't see another black person in the department. I sat there at orientation holding my breath, hoping a black would come through the door. [My] experiences are different than they [would be] for a white male. [Interview, June 20, 1990.]

Not all minority graduate students at Michigan reflect the institution's success. Some do not receive recognition; some, according to student reports, feel like second-class citizens. All face the problems of minorities in what ultimately is a white institution.

Nonetheless, with its institutional commitment to diversity and pluralism, substantial fellowships, and a strong recruitment program, the university capitalizes on matriculating excellent students and creating environments of support that lead to academic success.

Brown University and the Dorothy Danforth Compton Program

In 1981, the Danforth Foundation initiated the Dorothy Danforth Compton (DDC) Minority Fellowship Program to aid minority students preparing for careers in college or university teaching. Ten participating universities receive $100,000 a year for graduate stipends and $5,000 a year for environmental support: Brown University, the University of California-Los Angeles, the University of Chicago, Columbia University, Howard University, Stanford University, the University of Texas at Austin, Vanderbilt University, the University of Washington, and Yale University. To date, 70 fellows have completed a doctorate.

A national conference of current and alumni Compton fellows who are academics is held every other year. The intent of these meetings is to reinforce the belief that "We can make it." [Interview with former Danforth Foundation President Gene L. Schwilck, May 31, 1990.] Minority faculty talk about the pressures and rewards of academic life: How does one get an article published? What does it take to get tenure? What are the rewards for teaching well? Seminars are held on a variety of topics, such as the unique contribution of minority faculty within a particular discipline. In alternate years, regional meetings that support similar kinds of activities are held. Here, fellows have the opportunity to present dissertation works in progress. Students learn to present, to critique, and to ask and answer questions. They gain the valuable advice and empathy of others in similar fields.

The Compton program has had a substantial impact at Brown, allowing the university to extend its environmental support activities. The DDC coordinator, Associate Dean Bernard Bruce of the Graduate School, does everything he can to ensure the graduation of minority Ph.D.s. His responsibilities begin with recruitment: targeted mailings to minority undergraduates, based on various name exchanges; nationwide campus visits built on a system of faculty and administrative contacts; work with departments to ensure that minority students are admitted; and follow-up phone interviews to admitted students providing information about Brown's strengths.

Because Bruce oversees the financial aid budget, he has access to the funds that both attract and retain minority Ph.D.s. As the Compton coordinator, he allocates the fellowships, providing different levels of stipend support based on departmental standards. Like other campus administrators, Bruce points to the diminished supply of federal funds. For example,

Brown once offered 25 Patricia Roberts Harris Fellowships; currently, the institution offers only eight. "It's an economic battle," states Bruce. [Interview, June 11, 1990.] In this context, the Compton program makes a difference. In addition to its fellowships, there are funds for graduate students to travel to professional conferences. One graduate student who received such funds gave a paper at a professional conference. Through this opportunity, she later was offered a job at Wesleyan University, where she will be a Research Fellow, complete her dissertation, and join the English and Women's Studies faculty the following year. [Interview, June 7, 1990.]

Bruce also helps students find jobs, organizes social functions for the DDC fellows, monitors all minority graduate students' academic records, takes care of administrative problems, and provides sound advice. To quote a graduate student, "He is very knowledgeable about what is going on. When he tells you to do something, he knows whereof he speaks." [Interview, June 7, 1990.] Another student made the same point: "I felt I could go back to him every time I had an unhappy situation. He would say, 'Think about what you'd like to do, and we'll try to work it out.'" [Interview, June 11, 1990.] Somewhat worrisome is the fact that Bruce individually takes care of most things for the minority graduate students. More reassuring would be the organized involvement of a greater number of administrators and faculty.

"So much of graduate school is not intellectual. It's a battle with yourself and your self-confidence."

Bruce's mentoring is complemented by the work of individual faculty who seek out students, intervene to solve problems, and offer individual attention and support. The stories that follow illustrate what that mentoring is all about:

- **Instilling confidence, assisting in the writing process.**
  A graduate student in the American Civilization Department made these comments: "The confidence she showed in me pushed me and challenged me...allowed me to succeed beyond my expectations....She's very good. She gives wonderful feedback. I put 80 pages in her mailbox on Friday morning, and I got them back with extensive comments on Monday morning." [Interview, June 7, 1990.]

- **Promoting self-confidence, assisting with studying strategies.**
  A graduate student in Hispanic Studies talked about her advisor: "This woman believed in me. When other people pointed to my deficiencies, she told me my background in linguistics would contribute.... I wouldn't have survived without this professor's and Dean Bruce's help." Her advisor also helped her with studying strategies, served as a sounding board for experiences, and boosted her self-confidence. As this Ph.D. student put it: "So much of graduate school is not intellectual. It's a battle with yourself and your self-confidence." [Interview, June 11, 1990.]

An English professor reports the following:

I could tell by her carriage that she wasn't doing well. I went out of my way to have a discussion with her outside of class. She was about to leave the university. So I sat her down and made her tell me her story. She had a number of incompletes. I called the faculty involved, and we had a meeting. The student learned more about what incompletes meant: the time frame and mechanisms for finishing work, what help she could expect. Faculty had been neglectful about her individual situation. She had not had a course in bibliography. I intervened and talked to a faculty member who could help her. The student graduated – earned her Ph.D. She is now a successful and contributing member of the profession. [Interview, professor of English, June 11, 1990.]

Not all minority graduate students at Brown have positive mentoring experiences. Furthermore, because the number of underrepresented minorities on campus is quite small (5 percent of the Ph.D. enrollment was African American, Hispanic, and American Indian during 1989–90), these students face the difficulties of minorities in a predominantly white institution. A graduate and recent Ph.D. student commented: "I was fortunate [in terms of an advisor]. I have to stress [that] not everyone is fortunate. You are still a minority in a white school...[but] I didn't have any bitter experiences." [Interview, June 7, 1990.]

At the core, however, Brown University has the advantage of a small campus that fosters collegiality among faculty and graduate students. The DDC Fellowship Program also has made a substantial difference to the University and to the fellows. The support provided by the fellowships and by Dean Bruce is critical to graduate students' well-being.

The University of Texas at Austin and the Graduate Opportunity Program

Recruitment and retention of minority graduate students at the University of Texas at Austin are based in the Graduate Opportunity Program (GOP), which is headed by Sarita E. Brown, assistant dean and director, and has been in existence since 1980–81. With the help of faculty from different departments, Brown and two staff members take recruitment trips to more than 30 colleges and universities around the country. Admissions packets are sent to all eligible minority students with names derived from the National Name Exchange and the Western Name Exchange. The University of Texas at Austin has a special recruiting relationship with the Benjamin Banneker Honors College at Prairie View A&M University, a historically black institution in Texas. Engineering and science faculty meet with Banneker sophomores and juniors on their home campus; the Banneker junior class visits the Austin campus for a two-day workshop.

Brown believes credibility is crucial to recruitment. "The institution, the department, and the recruiter have to have credibility," she says. "The student must have some assurance of what they have to deal with when they get to campus. 'Have other students gotten through that department? Who will I be working with?'" [Interview, June 13, 1990.] For these reasons, the GOP involves faculty and students in its recruitment efforts. Through the Extra Day Program, a faculty member traveling to another city for departmental reasons sometimes spends an extra day visiting a college or university in the same city. The GOP pays transportation and per diem expenses. Experienced minority graduate students serve as part of GOP's "Welcome Wagon" program. They call incoming students to provide information about the university and to allay any concerns students may have. "The people who initially called me," reported one graduate student, "have become some of my closest friends." [Interview, June 19, 1990.]

A number of programs on campus are aimed at increasing the supply of potential minority graduate students. The Graduate Opportunity Summer Program, sponsored by a grant from the U.S. Department of Education, provides college juniors from science, engineering, and social science schools with a six- to nine-week summer research experience under the tutelage of a faculty member. As another example, a sociology faculty member has a National Science Foundation grant to study issues of

minority group demography. Of the eight undergraduates who participated in this research during summer 1989, six went on to graduate school in sociology, one went to medical school, and one was admitted into a clinical psychology program. [Interview, June 18, 1990.]

Fellowships for minority students support both recruitment and retention efforts. Graduate Opportunity Fellowships provide up to three years' support: an $8,000 stipend plus tuition and fees for each of the first two years of study; a $4,000 stipend plus tuition and fees for the third year of study. During 1989–90, Dorothy Danforth Compton Fellowships offered nine students a stipend of $8,000 plus tuition and fees. A fellow may be part of the program for a maximum of four years. Patricia Roberts Harris Fellowships provide an $8,000 annual stipend plus tuition and fees for a maximum of three years.

"We tell them they're special," says GOP Director Brown. "I'm a great believer in the efficiency of that language."

The amount of financial aid available from the federal government for graduate study has decreased over time. In 1988, no new Patricia Roberts Harris Fellowships were awarded, and only two were awarded in 1989. The university is giving fewer Graduate Opportunity Fellowships. Says GOP Director Brown: "Our budget is a flat line going on into the fourth year. Students are not being lured to UT because of vast amounts of money." [Interview, June 13, 1990.]

In this context, the DDC Fellowships make a difference. Fellows also benefit from special luncheons and dinners. "We tell them they're special," says Brown. "I'm a great believer in the efficiency of that language." [Interview, June 13, 1990.] Fellows also participate in the DDC regional and national meetings and enjoy many of the same environmental supports already described by Brown University students.

The GOP's retention program for all students is built on the premise that early and frequent interaction between staff and incoming students will enhance staying power. In essence, the Graduate Opportunity Program serves as a home base for minority students. As Brown said: "In a motherly kind of way, we tell students, 'We want to know who you are.'" [Interview, June 13, 1990.] At a two-day fall orientation, students hear faculty presentations on the differences between undergraduate and graduate education; receive information about registration, student services, and the Austin community; and meet representatives of minority graduate student organizations. During the academic year, the GOP organizes a series of workshops and seminars on academic and professional development topics such as: "Research Paper Preparation: Computer-Based Information Services of the Library," "Academic Publishing," and "Introduction to Grantsmanship Skills for Graduate Students." The Minority Scholars Forum allows graduate students to present their research to a scholarly community. The GOP also sponsors social events: a picnic, two receptions, and an ice cream social. These initiatives add up.

One concern is that too many initiatives at the university revolve exclusively around the GOP. But there are other sources of support for minority graduate students that derive from centers that provide research assistantships, potential dissertation topics, and offices. The Population Research Center is one of the most well-known minority population re-

search centers in the country. The African and Afro-American Studies and Research Center engages in academic research projects and offers courses on the African American experience. Each year, the center sponsors a symposium in honor of Heman Marion Sweatt, the first minority student to enter the University of Texas at Austin in 1950. Faculty at the Center for Mexican-American Studies engage in research related to psychological, sociological, political, historical, and other aspects of the Chicano experience.

The university administration also has made a special attempt to involve departments in recruitment and retention. Since 1981, each graduate department or program has named a faculty member to serve as Minority Liaison Officer. These officials serve as special advisors to minority students, ensuring, for example, that information about fellowships, emergency aid awards, and other financial aid reaches students. A few officers make special efforts to meet with students on a regular basis.

In addition, President William Cunningham has inaugurated a plan that makes funds available to hire minority faculty above the budget ceiling. The results have been mixed. Some claim that too many of the new hires are foreign faculty, rather than U.S. citizens. The low proportions of minority teaching faculty, along with tensions resulting from the racial incidents at the university in spring 1990, have made the campus climate chilly and isolating for some minority graduate students. How many minority faculty a student encounters and the experiences he or she has vary from department to department. As one African American faculty member said, "For every black student who has had a bad experience, there are those who have had a good experience. You have to decide for yourself...'Am I the exception, or is someone else the exception?'"

Nonetheless, it appears that at least some minority students are prospering from the support of the Graduate Opportunity Program. Students praised the efforts of Sarita Brown and her staff. As one student noted: "[They] are really good people...the most welcoming in the university. [They] ask questions, wondering if you're o.k. I have a lot of praise for Sarita Brown." [Interview, June 19, 1990.]

For every black student who has had a bad experience, there are those who have had a good experience. You have to decide for yourself...'Am I the exception, or is someone else the exception?' "

The University of Florida and the McKnight Black Doctoral Fellowship Program

Substantial fellowships, along with academic and social support, are the cornerstones of the McKnight Black Doctoral Fellowship Program (BDP). Begun in 1984 and supported by a $10 million endowment from the McKnight Foundation and a matching $5 million grant from the state, the program is designed to increase the number of African American faculty in higher education. Fellowships, which can be used at any of 11 participating Florida institutions, include $5,000 for tuition and fees and a three-year annual stipend of $11,000. The annual fellows weekend, a series of workshops and seminars, allows students to share experiences and wisdom with one another and with minority faculty. A fellow describes the benefits:

> *The support is so very, very necessary when you're a minority in a system that is so rigorous though benignly hostile. The support, the warmth, the inspiration, and fellowship received here between and among the fellows is just extraordinary – but also very essential.*[8]

Israel Tribble, president of the Florida Endowment Fund, which administers the McKnight Fellowships, claims that the fund truly expands the base of African Americans in graduate school. The fellowships support many graduate students whose GREs are combined at approximately 1,000, rather than aiming solely for those students with a combined score of 1,200 and higher. Most fellows are women from a southern state with previous graduate work and a master's degree. [Interview, October 24, 1989.]

Up to 25 individuals are selected annually from a national pool; of these, about half typically enroll in the University of Florida's doctoral programs each year. BDP fellows study disciplines where African American representation traditionally has been minimal. In 1988, 52 percent of the fellows were matriculating in the areas of natural, biological, or health sciences; 32 percent in the social and behavioral sciences; 9 percent in the Arts and Letters; and 7 percent in business administration. In 1988, the first three fellows received their Ph.D. degrees and became faculty members at Florida colleges and universities.[9]

At the University of Florida, the Office of Minority Graduate Programs hosts the McKnight Black Doctoral Fellows, shoulders most of the recruitment for the Graduate School, sponsors a six-week summer

program for matriculants, and serves as a surrogate home for all minority graduate students on campus. The office's open-door policy, staff of six advanced minority graduate students, and director provide an important "community of color," to quote a graduate student. [Interview, June 6, 1990.]

From 1984 to 1989, Roderick McDavis (currently dean of the College of Education, University of Arkansas) led these efforts as director and associate dean of the Graduate School. With the help of faculty, McDavis recruited at institutions that had large undergraduate minority enrollments, especially the historically black institutions. Two visitation programs a year provide 50–60 undergraduates from other institutions the opportunity to learn about the University of Florida's graduate programs, talk to faculty in fields of interest, interact with minority graduate students and faculty, and view the campus facilities. Expenses are fully paid.

The support, the warmth, the inspiration, and fellowship received here between and among the fellows is just extraordinary – but also very essential.

Fellowship programs encourage the recruitment and retention of minority students. The McKnight Fellowships are highly desired. The Graduate Minority Fellowships, another fellowship pool awarded by the university, cover tuition and fees plus a stipend of approximately $6,000–7,000. The relatively low cost of living in Gainesville makes these fellowships very attractive.

Retention efforts are undertaken even before the academic year begins. Sponsored by the Board of Regents, a six-week summer program introduces entering African American master's and doctoral students to graduate study.[10] A $1,500 stipend enables about half the admitted African American graduate students to participate each summer; those who participate tend to have higher subsequent grade point averages. [McDavis, June 1, 1990.] The objectives of the summer program are to familiarize students with academic programs, policies, and support services; to help minority students adjust to the academic and social environments without the added pressure of a full academic-year schedule; to assist with strategies and skills to maintain a 3.0 grade point average; and to acquaint students with minority faculty, staff, and students. Each student takes a course in his or her discipline. The program also includes a noncredit seminar on graduate education dedicated to "survival" topics like statistics and coping with stress. Peer advisors and social activities complete the summer program. To quote one participant:

> *[It's] a tremendous program. I was out of the habit of studying. I had a chance to get adjusted. You take one or two classes when you're not as stressed. It helps to ease you into the fall semester. [Interview, June 11, 1990.]*

The academic year starts with a one-day orientation for minority students. The Office of Minority Graduate Programs provides services throughout the year, including experienced graduate student tutors for statistics and writing, social activities, and travel funds so that all doctoral students may attend a professional meeting to present a paper.

The retention program has developed from experience over time. After three years on the job, McDavis noted that there was little demand for the existing advising and counseling services offered. In 1987, he began requiring monthly meetings of all first-year doctoral students. Because students were told that their stipends would be suspended if they did not show up, attendance was good. The meetings provided opportunities to talk about academic policies and procedures and allowed students to acknowledge their problems. Once one student voiced a concern about keeping up in a statistics course or receiving adequate advising, others realized the commonality of issues and felt freer to acknowledge their own problems. The demand for tutoring and other kinds of services grew, as did the number of students visiting the Office of Minority Graduate Programs. An advanced graduate student recollects the first monthly meetings: "They were cheerleader meetings. McDavis gave us pep talks. They also served to support us. That's where we got together as a group. We would touch base and then go out to class again, where we'd be a minority." [Interview, June 6, 1990.] Another graduate interviewee commented positively on McDavis's role: "He knew your name. That means a lot. Then you know you're not just a stat. He was very accessible, and he would go to bat for you." [Interview, June 6, 1990.]

One student noted that faculty in his department had been very helpful: "They [are] genuinely interested in your getting through the program." The same student noted that his advisor is "always there when you need him."

Student organizations, as well as a centralized office, also serve as a "community of color." The Black Graduate Students' Organization sponsors social occasions and formal events such as the Martin Luther King Memorial Award Celebration, where awards are made to students with the highest GPA or the strongest record of contribution to the community. "If you want to have contact with black students," said one African American graduate student, "the organization provides plenty of opportunity." [Interview, June 6, 1990.]

Each department at the University of Florida has a faculty graduate coordinator who monitors the progress of minority students and ensures that they receive needed help. While at the University of Florida, McDavis worked extensively with the coordinators, particularly when a student experienced problems. Occasionally, he would coach faculty, particularly those in departments with no record of minority doctoral students. He would explain what he might do in certain situations: "I would...bring the student in on a regular basis, become familiar with his record, set up tutorials...." [Interview, June 1, 1990.]

Students were quite positive about the support received from departments. One student noted that faculty in his department had been very helpful: "They [are] genuinely interested in your getting through the program." The same student noted that his advisor is "always there when you need him." [Interview, June 6, 1990.] Another graduate student commented on the fact that his presence had won faculty over: "When I first got here, they were a little tentative. At this point, I feel that I am equal to anyone." [Interview, June 11, 1990.]

Outside of the graduate departments and the Office of Minority Graduate Programs, the institutional climate is not always as supportive as it might be for minority doctoral students. "Among the undergradu-

ates," reported one student, "there is a lot of racism." [Interview, June 6, 1990.] Another student commented on the need for more African American professors, students, and speakers on campus: "They should bring in more African American speakers....In four years, I've seen two." [Interview, June 11, 1990.]

The university has turned its attention to the climate. President John V. Lombardi recently reported the results of a Quality of Life Task Force established to review the status of African American and Hispanic students and to suggest ways the university can enhance their success. The task force has made 23 recommendations, including: "a general education interdisciplinary elective class...to examine, address, and discuss the multicultural diversities of race and ethnic groups and the practical fears and frustrations that different groups have and believe about each other; special retreats...to focus on improving race and ethnic group relations; at least ten new African American and ten new Hispanic faculty to be hired each year until African American and Hispanic faculty are present in representative numbers."[11]

According to Graduate School Dean Madelyn M. Lockhart, the University of Florida's success in recruiting and retaining minority Ph.D. students is based upon the strong commitment of key persons. Money, too, has been important. To quote the dean, "Money is one sure way of recruiting students." [Interview, May 31, 1990.] The McKnight Fellows Program, in particular, helped the university to make significant progress in graduating African American doctoral students. Students prosper from these fellowships and the services, open-door policy, and sustaining care of the Office of Minority Graduate Programs.

The University of California: The President's Office and Berkeley

"If the university is to reflect the diversity of the state in a superior faculty," challenges a University of California document, "extraordinary efforts will be needed to compete for the best and the brightest." A diverse population spurs the State of California to aggressively recruit minorities to graduate programs and academic careers. Over the next 10–15 years, people of color are projected to constitute approximately 40–50 percent of the state's population.[12]

The efforts to recruit and retain minority graduate students take place at system, graduate division, and departmental levels. The President's Office has implemented a series of programs that focus on key transition points, beginning with junior high school and continuing through tenure and beyond. A central piece is the Academic Career Development Program, which makes available approximately $4 million annually to men and women of color and white women graduate students:

- **First-Year Graduate Mentorship Program.**
  Established in 1989 to provide faculty mentoring and financial support to outstanding men and women of color and white women students, the program initially enrolled 23 African Americans, 15 Chicanos, nine Asians, five Latinos, four Filipinos, and four American Indians, as well as seven white women in mathematics and science. Awards include a $12,500 stipend plus $2,500 for fees and expenses.[13]

- **Graduate Research Assistantship/Mentorship Program.**
  Initiated in 1984-85, the program provides continuing graduate students with up to two years of support as half-time research assistants, under the guidance of a senior faculty member. During 1988-89, 108 graduate students participated in this program.

- **The Dissertation Year Fellowship Program.**
  To help complete doctoral theses in a timely manner free from undue economic pressures, each recipient is awarded a $12,000 stipend plus $500 for research expenses. Since the program's inception in 1986, six American Indians, 39 African Americans, 51 Chicanos, eight Latinos, four Puerto Ricans, six Filipinos, five Asians, one East Indian, and 16 white women have received awards.[14]

Funds for these programs are allocated to the nine University of California campuses based on the total number of minority doctoral students enrolled; the campuses at Berkeley and Los Angeles thus receive the largest number of fellowships. During 1988–89, 22 students at Berkeley were funded under the Graduate Research Assistantship/ Mentorship Program; seven students received awards under the Dissertation Year Fellowship Program.

In addition to the Academic Career Development Program, the California system offers Summer Research Internships that enrolled 263 minority undergraduates on eight campuses in 1989 as interns to faculty research projects. A postdoctoral program awards from $24,000 to $28,000 plus up to $4,000 for research to approximately 20 fellows each year.

In the context of systemwide leadership and money, the University of California-Berkeley attracts minority graduate students on the bases of faculty reputation, geographic location, and aggressive leadership by the dean's office. [Interview with Dean Joseph Cerny, May 29, 1990.] Spurred by concern to increase minority student enrollment, the Graduate Division has placed significant resources and energy into recruitment: visits to more than 30 campuses within and outside the state; conferences such as the Minority Access to Research Careers Program (MARC) and the Graduate Record Exam (GRE) Forum; attractive recruitment brochures mailed with a letter from the dean to all identified and eligible minority students; and "growing its own" through summer research programs for undergraduates. (Of the 56 students who have participated in the summer program since 1987, 12 applied for admission at Berkeley and nine were admitted.)

A Minority Student Visitation Day allows admitted students to tour the campus, talk with departmental faculty, and hear about graduate student life from students and faculty. Over 100 students attended in spring 1989, another 125 the next year. A 1989 participant commented on the benefits of the day: "This was an excellent idea. An event like this is vital to bringing students of color into the Berkeley community. It gives us a sense of family and lets us know there are people here to help us."[15]

What else brings these students to Berkeley? Fellowship money obviously helps, although Berkeley's funds are not as abundant as in previous years. The amount available through the Graduate Minority Program (based on financial need) has remained constant over time, despite increased numbers of eligible students and the rising costs of tuition and living. In 1972-73, $1,205,000 were available; in 1987-88, $1,267,200, or $459,471 in 1972 dollars. Fortunately for Berkeley, it can depend on systemwide fellowships, as well as on being able to attract high percentages of National Science Foundation Fellows.[16]

The dean's office encourages departments to play active roles in recruitment. This is not left to chance, but is structured through the appointment of a tenured faculty member as a graduate advisor for affirmative action. Over the past four years, a few of these advisors, along with faculty colleagues, have significantly enhanced the dean's office's recruitment efforts. For example, the English Affirmative Action Chair spends

hours on the phone talking to potential newcomers: "I probably talk for 15 hours to the top five candidates. They call me at home and on the weekends. I get to know some of them well enough to counsel them on issues of finances, as well as on what Berkeley has to offer." [Interview, June 5, 1990.] A student in molecular and cell biology commented on faculty recruitment practices in her department: "There are specific faculty who are trying to recruit more minority students at conferences and in meetings. A few of them spend hours on the phone with incoming students. These faculty are [well] respected and have had an impact on the department." [Interview, June 5, 1990.]

Program-specific administrators, such as the director for women and graduate minorities in engineering, Carla Trujillo, also share recruitment responsibilities. Barbara Hayashida, the affirmative action coordinator for the biological sciences, organizes faculty and student recruitment efforts for that discipline. "It's the students," she confessed, "who sell the programs once other minorities are admitted." [Interview, June 21, 1990.]

The department's commitment to diversity is obvious. Over the last two years, one-quarter of the entering doctoral students have been minority."

These efforts have paid off. Approximately 25 percent of the incoming English Ph.D. students are African American or Hispanic. [Interview, June 5, 1990.] In the biological sciences, six minority Ph.D. candidates enrolled in fall 1988, 14 the following year. [Interview with Barbara Hayashida, June 21, 1990.] As a doctoral student in the English Department explained, "The department's commitment to diversity is obvious. Over the last two years, one-quarter of the entering doctoral students have been minority." [Interview, June 5, 1990.] To quote a Ph.D. student in molecular and cell biology, "Things have changed significantly over a four-year period...now there's a lot of support." [Interview, June 5, 1990.]

Like most other universities, Berkeley has focused primarily on recruitment, but attention is turning increasingly to retention. The dean's office provides some individual tutoring assistance. It wisely supports minority student groups with funds, and Associate Dean Margarita Melville meets periodically with the Graduate Students de la Raza and the Scientists of Color. She is also developing strategies on how to bring mentoring to faculty's attention in a more systematic way.

One innovative program is the Mentored Research Award. (In the University of California System, this is called the Graduate Research Assistantship.) The dean's office solicits nominations of student/faculty research teams from each department. Departments submit one or two names of students, a description of the proposed research project, and a letter of support from the proposed faculty mentor. If the student is selected for the award, he or she receives $10,000. The program provides financial support, the opportunity to acquire research skills and to work on research that may lead to a dissertation topic, and ongoing scholarly collaboration between student and mentor, often go beyond the award year. Twenty-six students, across the disciplines, participated during 1989-90.[17]

Berkeley graduate student interviewees seem well aware of the importance of a mentor. As one graduate student in the Environmental Engineering program said: "[The Director] was very instrumental to my success, helping with funding, moral support, and my getting to know

other graduate students. I also have a professor who is very supportive. He encouraged me to come to Berkeley, provided extra funds during my first year, and offers a lot of hands-on help." [Interview, June 5, 1990.] More complicated was the response of a Hispanic student who praised the academic mentoring from a white male professor but missed the personal bond she believed would come from mentoring by a minority faculty member. [Interview, June 5, 1990.]

The presence, ability, and leadership of the minority students are themselves measures of and reasons for Berkeley's achievements. These students find creative ways to establish communities of color, gravitating toward others with similar experiences and backgrounds. One student found a community by working on the Graduate Minority Students project within the Graduate Assembly, the student government organization largely composed of students of color and white students. "Their concerns are my concerns," the graduate student reported. "The project fills a particular void. It's important to me to have a community of color to preserve my sanity. The Graduate Assembly is a way of making a community that is viable and keeps me alive in a lot of ways." [Interview, June 5, 1990.]

Another graduate student established a new student organization, The Scientists of Color, to provide professional, cultural, and social support for minority students in the biological sciences, and to organize a distinguished minority lecture series. "This [kind of activity] gives us the energy, support, and motivation to go on with graduate school," the same graduate student commented. "Without these kinds of supports, we'd be dropping out or unhappy." [Interview, June 5, 1990.]

Berkeley's successes flow from the leadership of Dean Cerny, the structures and incentives his office has put into place to encourage faculty participation, the initiatives of a few committed departmental chairs and faculty, and the activities of the graduate students themselves. The importance of a diverse population within the state, along with the statewide efforts to achieve diversity and pluralism, is not to be underestimated in increasing the number of minority doctoral students on campus.

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Components of Environments of Support: What Can Be Done

Lessons learned from the study inspired us to suggest that successful graduation of minority doctoral students involves creating environments of support in which graduate students matter. It demands institution-wide commitment and cooperative action from boards of trustees, presidents, deans, administrators, faculty, and the students themselves. But it requires much more than implementing a set of strategies. Faculty, administrators, and students must care about one another, recognize one another, and treat one another with fairness, sensitivity, and respect. When the students in the case studies speak positively about their experiences, they use a language of encouragement. They talk about the expectations of faculty who encourage them to excel. They speak of shared experiences and relationships that bring warmth, inspiration, and friendship. They express appreciation for a faculty member who reaches out in conversation, sets up a meeting, and points toward resources. These small acts and associations boost a student's self-confidence and create feelings of belonging. They are integral to environments of support.

Faculty, administrators, and students must care about one another, recognize one another, and treat one another with fairness, sensitivity, and respect.

Below we describe and elaborate on components of such an environment. For each component to be truly viable requires the added dimensions of care, encouragement, and high expectations:

(1) Aggressive and targeted recruitment efforts that incorporate personalized outreach;

(2) Substantial multi-year fellowships and assistantships that allow graduate students to focus on their academic studies;

(3) A locus of academic and social support services – a special office for minority graduate programs, associated with or part of the graduate dean's office; a minority leader of stature – ideally an associate dean or professor – to lead the recruitment and environmental support efforts;

(4) An atmosphere of expected success;

(5) Student communities of color, support groups that allow minority students to share life experiences and academic work, as well as other activities;

(6) A culture within departments that encourages and supports mentoring by faculty;

(7) Curricula that reflect ethnic, racial, and cultural issues; and

(8) A critical mass of minority students and minority faculty within individual departments.

Recruitment Efforts

All the universities studied engage in the art of successful recruitment. The case studies point to these effective strategies: the utilization of minority student locator services or name exchanges; special mailings with follow-up phone calls to minority students; recruitment visits to historically black institutions and others with large minority undergraduate enrollments; all-expenses-paid campus visitation days for admitted students; and multi-year fellowship awards.

We focus here on two recruitment principles that seem particularly important. First, colleges and universities that have a large minority undergraduate population provide a pool of talented undergraduates. Rich recruitment sources include members of the Hispanic Association of Colleges and Universities (HACU) and institutions that are part of the American Indian Higher Education Consortium (AIHEC) – both underutilized – as well as the National Association for Equal Opportunity in Higher Education (NAFEO) and the United Negro College Fund (UNCF). Many member institutions of HACU and NAFEO are, in fact, among the major U.S. baccalaureate institutions that produced African American and Hispanic doctorates in 1986–88. (See Table 2.)

HACU was founded in 1986 to heighten awareness of the role that its members play in educating the nation's Hispanic youth. Based in San Antonio, Texas, HACU currently has 118 member institutions, each of which has at least 25 percent Hispanic enrollment. Formed in 1972 to provide technical assistance to tribally controlled colleges, AIHEC currently has 27 members and an office in Washington, D.C. While almost all AIHEC institutions are two-year colleges, universities can plan activities similar to summer research programs that both identify and develop AIHEC students for graduate study at an early stage of their college careers.

Serving as a clearinghouse for information on black colleges, NAFEO represents 104 historically black and 13 predominantly black institutions and is located in Washington, D.C. Some of NAFEO's members have developed programs to encourage their undergraduates to pursue advanced study. One well-organized effort is Grad Star at Xavier University, funded

by the Aetna Foundation in 1987 with a three-year grant of $190,000. Grad Star provides information about graduate programs, hands-on assistance with essay writing, and intensive GRE practice sessions. Director Derek Rovaris takes small groups of undergraduates to visit graduate programs across the nation at no cost to the undergraduates. Xavier University also hosts two recruitment fairs where 70–75 recruiters from universities provide information and help undergraduates complete graduate study and financial aid applications. Of 200 graduating students at Xavier each year, about 30–45 go on to graduate school. Rovaris offers this advice to other colleges and universities: "A recruiter cannot come to campus once and expect results – building networks among universities is a long-term process, ideally involving the same recruiters year after year." [Interview, May 31, 1990.]

Table 2
U.S. Baccalaureate Institutions for African American and Hispanic 1986–90 Doctorates

Hispanics	
University of Puerto Rico at Rio Piedras**	435
University of Puerto Rico at Mayaguez**	86
University of Texas at Austin	54
University of California at Berkeley	45
University of New Mexico**	42
University of Texas at El Paso**	37
University of Miami	36
University of Florida	33
California State University at Los Angeles**	31
African Americans	
Howard University*	110
Hampton University*	68
Spelman College*	67
Morgan State University*	56
Tuskegee University*	55
North Carolina A&T University*	53
Jackson State University*	51
Southern University System*	51
North Carolina Central University*	50
Wayne State University	46

Note: **Member of HACU; *Member of NAFEO[15]

One additional comment: most minority undergraduates are, in fact, enrolled at predominantly white institutions. While we urge expanded

recruitment at colleges with large minority populations, the number of talented students at predominantly white institutions deserves concerted attention. More broadly, recruiting at a wide range of colleges and universities, including those that are less selective, will expand the pool of minority candidates. Developing relationships with undergraduate institutions that have demonstrated their commitment to minority student success on their campuses can be an especially useful recruitment strategy.

A second recruitment principle is that personalized outreach has an important impact. Minority graduate students are very effective recruiters and welcomers. They give accurate and insightful information about graduate programs and graduate life, and they exemplify to potential newcomers the existence of communities of color. As a result of graduate student recruitment, the Department of Psychology at the University of Michigan has significantly increased the numbers of minority doctoral enrollments. The University of Texas at Austin's Welcome Wagon program reaches out to incoming Ph.D. students, increasing the likelihood that they will matriculate. At Berkeley, student organizations write to prospective graduate students. As one student noted: "The American Indian Graduate Program gets your name, follows up with information, sees what you need." [Interview, June 25, 1990.]

A note of caution is required here. Minority doctoral students, like minority faculty, are asked to perform many tasks: recruitment, organization of social events, membership on committees. A wise administrator will ask their help judiciously and reward their efforts.

As representatives of their departments, faculty are extraordinary recruiters on other campuses. Those who spend time on the phone with admitted students or talk to them at campus visitation days are persuasive salespeople. Some play a more general counseling role, even encouraging students to attend the university that best meets their interests. At each of the universities in the study, an office for minority programs, or a similar office, identifies faculty recruiters, organizes them, and targets their efforts for maximum impact. Required now is the involvement of greater numbers of faculty across a wider spectrum of departments – not just those in the social sciences and a few humanities departments.

Fellowships and Assistantships

Substantial multi-year fellowships initially serve to attract students and then allow them to focus their attention on academic studies once on campus. Although limited by financial constraints, all the universities in the study provide some multi-year fellowships that include living stipends and free tuition. But all face rising costs and competing interests for resources, and all have been hurt by the cutbacks in federal financial aid. For example, between 1976 and 1986, the percentage of African American students who received financial support for graduate education dropped from 30 percent to 20 percent in federal fellowships and traineeships, from

16 percent to 3 percent in G.I. Bill support, and from 25 percent to 7.6 percent in national fellowships.[19]

In this context, major sources of financial support provide more than a ray of hope: the CIC Minority Fellowships, the Dorothy Danforth Compton Program, the Ford Foundation, the Florida Endowment Fund, the National Science Foundation, and the University of California's Academic Career Development Program. The number of these outside fellowships, however, is insufficient to cover the needs of all minority graduate students. In addition, very little institutional information exists on how many minority students benefit from teaching and research assistantships. These positions are especially important in engaging minority graduate students as members of the academic community.

Academic and Social Support

Organized efforts to create environments of support stem largely from administrative, student, and outside funder initiatives. Offices for minority graduate programs have been very powerful, particularly when they serve as intellectual and social "homes" for students, and when experienced minority graduate student staff offer services and counsel.

The minority graduate administrators and their staffs do almost everything: organize recruitment, oversee fellowship budgets, help students find extra funds and jobs, counsel students on academic and other problems, facilitate faculty/student advising relationships, identify and work with faculty who are interested in recruitment and retention, and serve as the link to other administrative offices, the president's included. These leaders provide the glue that holds the different pieces of environments of support together.

The minority leaders and their staffs should be applauded for their unflagging energy, creativity, commitment, and accomplishments. At a few of the universities in the study, there is almost too much dependence on these leaders. If programs are to be part of the normal routines of academic life, responsibility will have to be shared to a greater extent.

Atmosphere of Expected Success

Structures that help individuals excel are critical to programs that attempt to recruit and retain minority students. These students progress through the educational system faced with external expectations of failure. As one minority graduate student at CUNY said:

> *I feel entitled to be here. I don't feel like an affirmative action choice. But...some minority students who might not have comparable grades or comparable life experiences or the support of others...don't feel entitled to be here. They are not at all sure they can succeed.* [Interview with a graduate student, CUNY, June 10, 1990.]

Expectations of success can help to counteract negative experiences. The establishment of high goals, the reinforcement of positive achievement, and the provision of opportunities for individuals to excel are important measures.

What, specifically, can administrators and faculty do?

- The prestige of participation in fellowship programs can be underscored. Thus, Coordinator Brown at the University of Texas at Austin repeatedly tells participants in the Compton Program that they are special.

- Academic and social support groups allow graduate students to share experiences and wisdom, and to draw strength from one another. The summer programs for entering doctoral students at the Universities of Florida and Michigan, the monthly meetings of the Office of Minority Graduate Programs at the University of Florida, and the McKnight Fellows weekend meeting all serve this purpose.

- Successful minority role models allow for anticipation of success. The Dorothy Danforth Compton annual and regional meetings and the McKnight Fellows weekend both feature successful alumni. To quote a Brown University graduate student: "It's exciting to meet someone who has tenure. It's something for me to look forward to. It's a beacon of light out there." [Interview, June 11, 1990.]

- Workshops to help faculty learn how to encourage students, to expect students to be successful, and to understand the critical role they play in students' lives can enhance student achievement.

- Faculty mentoring relationships can instill expectations of success. Note that most of the examples of positive faculty mentoring throughout the case studies involve instilling self-confidence. Faculty can play an important role by seeking out students, intervening to solve problems, and offering individual attention and support.

Ultimately, all of the components of an environment of support contribute to an atmosphere of expected success, but leaders, outside funders, and faculty can play a special role by putting into place structures and relationships that support graduate study. The academic environment created is not one whose purpose is the elimination of the marginal, but one in which all are expected to succeed. Support systems, mentors, networks, and program prestige undergird these expectations of success.

Communities of Color

The term "communities of color" was coined by several of the minority graduate students interviewed to refer to a support group of minority students, often from the same racial group, who can share life experiences, academic work, and other activities. Many of these commu-nities of color are student initiated and form around student organ-izations, such as the Scientists of Color at the University of California-Berkeley or the Minority Students' Association at CUNY. Minority student organizations provide professional, cultural, and social support for their members. Communities of color also form within special offices for minority programs. Graduate minority students use both these offices and minority student organizations as a home base. The activities and the companionship of other minorities serve to re-energize students, giving them the courage and strength to persevere in predominantly white universities.

More rare, but holding considerable promise, are cooperative studying efforts among minority graduate students. Philip Uri Treisman at the University of California-Berkeley and others have demonstrated the efficacy of minority youth studying together at the undergraduate level. This strategy is likely to work at the graduate level as well. At the University of Michigan, the Black Students' Psychological Association holds Academic Forums where students present research in progress. The group critiques both the presentation and the work itself. Students learn to define research projects, to present, to critique, to ask and answer questions – in short, to conduct productive academic discourse.

To a large extent, communities of color tend to be student initiated. While it is appropriate for students to be self-reliant and to depend upon themselves, it is also important for administrators to support their efforts.

Faculty Mentoring

The case studies illustrate that administrative and student initiatives are far reaching and quite successful. While faculty involvement in recruitment, academic support, and mentoring has grown significantly over the past few years, the number of faculty involved is still too small and is limited to certain departments – mostly in the social sciences. The challenge higher education faces is to engage more of its faculty in minority recruitment and retention across all departments.

There are many powerful examples of faculty mentoring at the universities in the study: seeking out students, intervening to solve problems, offering individual attention and support, contributing to professional and emotional growth. The importance of mentoring was attested to by almost every student interviewed. To quote a student at the University of Michigan:

> *My second level of mentorship has been from faculty, both black and white....There is no question that black faculty members have been central to my success. Having a black faculty member to socialize you into the rules of the academic "game" early in your graduate school career is ideal. But I think it is very important to have more than one mentor. Each mentor can offer some different skill or resource that you can acquire.* [Interview, June 20, 1990.]

The issue is no longer whether or how mentoring works, but how administrators and faculty can stimulate more systematic mentoring among colleagues. Given traditional faculty autonomy, no one has the power to legislate availability. But administrators can use persuasion and faculty colleagues can influence one another.

Faculty are motivated to mentor for largely individual reasons that vary from person to person: a genuine concern and caring for a particular student, an interest in a specific dissertation topic, a desire to replicate oneself. The rewards for this type of mentoring are primarily intrinsic. Given this situation, most academic administrators and faculty believe that mentoring is a matter of a match between two personalities with similar sets of interests.

At the undergraduate level, however, higher education has evidence of systematic mentoring in summer research programs. There, the role of the faculty mentor is to help students undertake research projects to assist in the development of their research skills, to provide a role model of academic life, to aid with the application process to graduate school, and to enhance students' self-confidence. In such cases, mentoring is a condition of an outside research grant or monies made available by the university. These incentives help to promote mentoring.

What can be done at the graduate level? The University of California System has an innovative Graduate Research Assistantship/Mentorship Program called the Mentored-Research Award at Berkeley. With an award of $10,000, a student works on a research project with a professor. Students often develop dissertation topics, professors become dissertation advisors, and both collaborate on papers.

In addition to specific programs, a university or department can establish a culture that promotes mentoring. In making initial advising assignments, a department chair can try to find an appropriate sponsor for incoming students, as does the English graduate chair at the University of Michigan, for example: "I try to find a sponsor for these [minority] students – someone who has an interest that can be read as personal." [Interview, June 20, 1990.]

The Graduate Schools at the Universities of Florida, California-Berkeley, and Texas at Austin asked each department to appoint a faculty coordinator for affirmative action. To date, affirmative action coordinators have focused largely on recruitment and the monitoring of academic records. They also could be instrumental in getting their departments to discuss issues of mentoring by both minority and majority faculty. Those faculty with positive mentoring experiences are in a position to influence

their colleagues. They are also the best sources of advice on how to stimulate mentoring.

Diversity in the Curriculum

The curriculum gives text to our understanding of the world and ourselves. It is a statement about what knowledge matters and whose experiences count. What is taught in a classroom either welcomes or excludes people who represent the difference. Diversity in the curriculum is also a means of enlivening intellectual discourse. The relative neglect of diversity is both a manifestation of limited acceptance and a denial of intellectual honesty.

When asked, "Does the curriculum reflect ethnic, racial, and cultural issues?", most students (and faculty) invariably said, "No, not really," or "Very little." We found little institutional commitment to curricular revision. That change which has taken place has depended upon individual faculty efforts.

There are exceptions within certain disciplines and departments. Because of its subject matter, sociology tends to reflect issues of ethnicity and race. As the chair of the Sociology Department at the University of Texas at Austin reported: "Thirty percent of the faculty explicitly list race or ethnicity as an area of interest." [Interview, June 18, 1990.] Her response was typical of faculty interviewees in the other sociology departments, and graduate students were in accord. Other exceptions are Departments of Ethnic, Hispanic, or African-American Studies that have been established to address ethnic, racial, and cultural issues. In these departments, students of color seem to feel more included – and welcome. At the Universities of Michigan and California-Berkeley, the English department faculty report that inclusion of courses on the literature of American ethnic minorities has enlivened intellectual discourse within the department.

Recognition that race, ethnicity, and gender are integral to most academic subjects is critical to and dependent on departmental chair leadership. Faculty, seminars, cross-disciplinary work, and a supportive atmosphere create opportunities for furthering new knowledge and strengthening departmental discussions of intellectual importance. Departments struggling with the intellectual content of courses – who has been left out, whose experience counts, what new knowledge has emerged from recent scholarship – can promote the development of new courses through research opportunities, sabbaticals, or course relief. Another possibility that many universities have put into place is for departments to collaborate to establish programs that bring together faculty and courses from a variety of perspectives. Such programs often lead to the development of new courses with different faculty teaching together. They also provide students with a formal rubric for the pursuit of knowledge. An American Indian student in the Program in American Studies at the University of Michigan reported that she had been able to put together a curriculum around her interests by taking courses in different

departments and pursuing independent studies: "It was a creative way of making things work the way I wanted them to...with a lot of help from the professors." [Interview, June 25, 1990.]

Modifying the curriculum goes beyond reading lists and syllabi. It involves the responsibility of ensuring that dialogue in the classroom is sensitive to racial issues. Often, no matter what the ostensible topic, minority students feel awkward in a classroom. Take, for example, the following incident:

> *I took a class the first semester I was here. It was in American Renaissance. I was the only black person in the class, but it wasn't noticed by others because I have very light skin. Part of the reading assignment was to read the narrative of the life of Frederick Douglass. A white student raised her hand and said, 'I don't know why we have to read this...we're all white.' Then I raised my hand and said, 'That's not true.' I felt strange....*[Interview with a graduate student, the University of Michigan, June 20, 1990.]

This quotation poignantly illustrates the complexities of the curriculum. It emphasizes that the classroom itself and the pedagogies used can make students feel unwelcome. It underlines the need for white students to learn about the experience and contributions of minority peoples.

A Critical Mass of Minority Students and Faculty

A "critical mass" means numbers. Minority students themselves suggested that a critical mass requires sufficient numbers for the students to feel comfortable and to provide support for one another.

In departments with a critical mass, students feel less isolated; they talk to people of similar experiences and backgrounds. Unspoken issues are more likely to be addressed: "Do I belong?" "Is it o.k. for an African American to study Shakespeare?" Students share slights they may have encountered without being afraid to admit them. As one graduate student at CUNY explained:

> *What has supported me? A [critical] mass of minority students. Experiences can be validated in the sense that slights, frustrations...are experienced by other students. You can go to them. [A critical mass] gives you a feeling of belonging. In other programs [where there are] very few minorities, these students complain about being alone. They are afraid to admit their problems.* [Interview with a graduate student, CUNY, June 10, 1990.]

Minority faculty are a critical part of the equation. They can talk with ease to minority graduate students about the particular problems they may face: severe financial need; responsibility for parents, children, and siblings; and pressures from families that do not yet believe in higher

education. Minority faculty members are more likely to have expertise in the ethnic, racial, and cultural research interests of students. They can be instrumental in putting pressure on a department to support students in their research and to broaden curricula to include new scholarship.

Most departments do not yet have a critical mass of minority students. There are exceptions. In the Clinical Psychology Program at CUNY, 20–30 percent of the graduate students are minority. [Interview, June 8, 1990.] The minority students in the Department of Psychology at Michigan and in the Department of English at Berkeley constitute an emerging critical mass. In these departments, approximately 20 percent of the recent incoming classes have been minority. [Interviews, June 5 and June13, 1990.] But even where efforts to recruit and retain a critical mass of minority students within a department are not yet successful, institutions can foster minority group learning opportunities across departmental lines. The University of Michigan's summer program, for example, groups incoming and continuing minority graduate students in the humanities, social sciences, and sciences.

Further from reach is a critical mass of minority faculty, although Departments of Ethnic, African American, and Hispanic Studies constitute exceptions. Student testimony strongly suggests that the presence of minority faculty significantly increases the aspirations and the degree of acceptance minority students feel. From the perspective of creative recruitment and establishing environments of support, few developments are likely to prove more important than the existence of a critical mass of minority scholars within each department.

The needs for critical masses of both minority students and minority faculty are intertwined. Without one it is more difficult to achieve the other. Aggressive recruitment and successful graduation of minority students are substantially enhanced by the presence of minority faculty. Growth in the number of minority faculty will require both careful recruitment and academic success from increasing numbers of minority students.

Next Steps

A professor of molecular and cell biology at the University of California-Berkeley recounted the following history of recruitment within his department:

Stage 1: Individual efforts.
Ten or 15 years ago, very few faculty members recruited minority graduate students. They did this through their contacts at the historically black institutions, and the task of training fell onto a few laps.

Stage 2: An organized strategy.
About 11 years ago, I began a deliberate strategy to organize recruitment. I tried to get more faculty to recruit at meetings such as the National Institute of General Medical Sciences Minority Programs Symposium, where minority undergraduates would be present. We began to recruit within the state at institutions with high minority enrollments. There was some resistance from young faculty that this activity was not congruent with professional responsibilities. Then about three or four years ago, the department wrote a training grant application to the NIH that contained a description of our recruitment efforts. The application was funded, and the review panel commended Berkeley's efforts. This had an enormous impact.

Stage 3: Institutional leadership and support.
Cerny became the dean. He wanted to increase minority representation. He constructed a faculty advisory committee with monthly meetings to advise the dean's office on issues of recruitment and retention. His office is responsible for a lot of recruitment literature addressed to minorities and for financial aid support. He has been a big reason for the change. He is a superb administrator. [Interview, June 5, 1990.]

Faculty organize individual initiatives; a professional commendation legitimatizes recruitment activities; a dean provides leadership and institutional supports. Thus, special initiatives become part of the normal routines of academic life. All the universities in the study have committed themselves to environments of support. They have established aims, implemented strategies, and achieved some of their goals. Much harder to attain has been the third stage of institutional change, where special programs and strategies become part of the fabric of university life.

The phrase "part of the normal routines of the institution" frequently crops up. But what does it mean? Why is this stage of institutional change so hard to achieve? What can universities do? Having discussed environments of support at some length, let us illustrate how the components might become part of the normal routines of university life:

Recruitment: Recruitment activities are undertaken by faculty and students, as well as administrators, from departments that cut across the university – humanities, social sciences, sciences. The university has established structures to organize faculty and student participation.

Financial Aid: The university has committed its own resources, as well as those from outside funders, to support substantial, multi-year fellowships for minority graduate students.

Academic Support: An office for minorities works with departments to provide academic support and to encourage students to avail themselves of this support.

Social Support: The university recognizes student organizations and works with them to achieve a welcoming environment, providing administrative and financial support.

Faculty Mentors: Departments discuss how to encourage mentoring, and department chairs work to establish supportive cultures (e.g., matching students with faculty who may take a personal and professional interest). Incentives are provided.

Curriculum Development: In discussing the importance of curriculum development, departments incorporate the new scholarship and respect research seeking to expand the new scholarship. Core courses are revised. Incentives are in place.

Institutional Commitment: No one person or office is responsible for everything; boards of trustees, presidents, deans, faculty, and students help to create environments of support. This means establishing tracking mechanisms for monitoring institutional progress, evaluating existing methods in each department and throughout the institution, and issuing regular reports on progress with suggestions for improvements and commendations of success.

It is clear why this stage of institutional change is difficult to achieve. It requires the engagement of faculty whose highest priority is research activity, significant amounts of money, new organizational structures and behaviors, and an enormous amount of commitment, energy, and time.

Of the universities in the study, the Universities of California-Berkeley and Michigan come closest to achieving this stage of institutional change. At Berkeley, faculty and student recruitment activities are embedded in the organizational structure. Faculty graduate advisors for affirmative action and program-specific administrators help to ensure faculty and student participation in recruitment. Berkeley also gets results: from 1979 to 1989, 20 African Americans, two American Indians, and 29 Hispanics received doctorates in the life sciences – an area that has not traditionally yielded many minority doctorates. The dean's office has committed both institutional funds and systemwide funds to support fellowships for minority students. The dean's office recognizes and works with student organizations. An incentive program strengthens faculty mentoring. And finally, recruitment and retention of minorities at Berkeley is a cooperative effort that involves the entire university system.

At Michigan, institutional commitment to the recruitment and retention of minorities at all levels of the university is accompanied by organizational structures, money, and other incentives to carry out this task. The university begins with the assumption that isolated efforts to recruit minorities are ineffective. Its Target of Opportunity Program assists in the recruitment of new minority faculty; the Minority Faculty Development fund helps retain these faculty. Michigan's $11 million annual financial aid budget for recruiting minority graduate students is one of the largest for this purpose in the country. A Summer Research Opportunity Program complements recruitment efforts at the graduate level. Central funds help ensure that departments and student organizations share responsibility for the recruitment efforts.

How has this degree of institutional change been achieved? What can other institutions learn? For one thing, deans must lead. They must work with the faculty, make their values explicit, help departments set goals, and provide supportive structures. Second, programs are more likely to take root when minority faculty of stature lead the efforts, keeping one foot in the academic world while the other rests in an administrative function. Such persons hold the respect of the faculty, understand faculty culture, and are more likely than administrators to persuade their colleagues to become involved in support activities.

Third, these academics can create structures and organize special positions for faculty participation. Although special offices and positions sometimes lack substance, they often serve to shape awareness and to change behaviors. At Berkeley, the Graduate Affirmative Action Advisory Committee, comprising some 20 faculty, staff, and graduate students, advises the deans on graduate student affirmative action matters. The committee helps devise recruitment strategies, shape financial aid policies, and discuss such issues as mentoring. The more active Graduate Advisors for Affirmative Action at Berkeley both recruit and encourage their departments to recruit minority graduate students. At Michigan, the Office of the Vice Provost for Minority Affairs, aided by its $1.2 million budget, coordinates the many activities engendered by the Michigan Mandate. Within the Rackham School of Graduate Studies, a second Office of Minor-

ity Affairs coordinates administrative, faculty, and student recruitment initiatives.

Fourth, incentives stimulate faculty involvement. At Michigan, central funds are available to bring all admitted minority students to campus under departmental auspices. Once successful minority students matriculate, their example persuades faculty to recruit others who are like them. Faculty begin talking about their success, and they persuade colleagues to recruit actively. Incentives also facilitate faculty mentoring. For science and engineering faculty, the opportunity to have talented students work in their laboratories is incentive enough. These faculty often have substantial research grants and laboratories that accommodate a number of student researchers. For humanities faculty who have neither large research grants nor laboratories, incentives become more important. The Mentored Research Award at Berkeley allows faculty and students to devise collaborative research projects that are funded.

The University of California-Berkeley and the University of Michigan are not perfect models. Some components of an environment of support are missing at each institution; others are incomplete. Nonetheless, these universities have taken significant steps toward making new programs an integral part of academic life. This is crucial for lasting change.

This report offers the possibility that the dismaying statistics on minority doctorates can be turned around. It gives support to a cautious optimism. The difficulties universities face in successfully graduating minority doctoral students must not be underplayed. And yet, the evidence gathered here suggests that opportunities for academic success can be created by strong minority students, minority faculty, majority faculty who encourage and value pluralism, committed administrators with the funds to recruit and support students, communities of color, and an environment that expects minority achievement.

Much remains to be done and understood. A greater understanding of how universities can help minority graduate students benefit from all of campus life is required. To what extent do minority graduate students benefit from teaching and research assistantships? Are offices for minority programs vital to a university's effort to improve minority graduation rates? How can more of their services be integrated into departmental activities? What constitutes the difference between a viable community of color that supports minority graduate students and one that isolates them from the rest of the community?

In addition, higher education needs to understand why environments of support have not been created to a greater extent – both more completely and at more institutions. What is it about university cultures that makes systematic faculty mentoring; curricula respectful of racial and ethnic scholarship; substantial, multi-year fellowship commitments; and active offices for minority programs led by leaders of stature so difficult to achieve? What does it take to translate successful initiatives at the central

administrative levels into active participation by departments and faculty? How can success be generalized so that all graduate students benefit from environments of support?

Addressing these questions will require a substantial commitment to minority scholarly achievement. It will require universities to embed existing successes into their cultures, even as they recognize the complexities of the concept of environments of support. If and when higher education comes to better understand these intricacies, all members of the university community will benefit.

Endnotes

1. Commission on Minority Participation in Education and American Life, *One-Third of a Nation*, American Council on Education and Education Commission of the States, 1988.

2. *Summary Report 1990 Doctorate Recipients from United States Universities*, National Research Council, 1991, pp. 58 and 68.

3. Deborah J. Carter and Reginald Wilson, *Tenth Annual Status Report on Minorities in Higher Education*, American Council on Education, 1991, p. 45.

4. American Council on Education, Office of Minority Concerns, "Preliminary Graduate Education Study," unpublished.

5. At the same time these institutions were identified, National Research Council data showed that Asian Americans were not underrepresented among doctoral recipients. In 1990, Asian Americans earned 617 (2.6 percent) of the 24,190 doctorates awarded; according to the 1990 Census Bureau estimate, Asian Americans represented 2.9 percent of the U.S. population. However, upon close examination, the data indicate that Asian American doctorates are concentrated in the sciences and engineering, while African Americans, Hispanics, and American Indians earn most of their Ph.D.s in education and the social sciences. Asian Americans continue to be underrepresented among doctorates in humanities and social sciences. Asian American Ph.D.s also enter academic employment at much lower rates than other minority groups, and they are underrepresented among tenured faculty and in academic leadership positions.

6. Because the doctoral faculty are not all located at one institution, the disciplines are organized as "programs" rather than as departments, with each Ph.D. program administered by an elected executive committee of faculty and students and an executive officer who is named by the president of the Graduate School.

7. *The Michigan Mandate: A Strategic Linking of Academic and Social Diversity*, Draft 6.0, The University of Michigan, March 1990.

8. Michael Quinn Patton, "Lessons from Effective Philanthropy," a report prepared for the McKnight Foundation Board of Directors, University of Minnesota, p. 106.

9. The Florida Endowment Fund *Annual Report*, 1988.

10. Because the numbers of African American graduate students were decreasing (even while the numbers for Hispanic graduate students were holding firm), the Board of Regents instituted this special program.

11. "Report of the Quality of Life Task Force on African American and Hispanic Students, University of Florida," April 1990, pp. 3-4.

12. Joyce B. Justus, *The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity*, Spring 1987, p. 32.

13. Data are from "Report on Affirmative Action Programs for University Academic Employees and Graduate and Professional Students," University of California, 1990.

14. "Annual Report of Affirmative Action Programs," University of California at Berkeley, 1988-89.

15. Ibid., page 20.

16. Data are from Office of the Dean, University of California at Berkeley.

17. "Annual Report of Affirmative Action Programs," University of California at Berkeley, 1988-89.

18. *Summary Report 1990 Doctorate Recipients from U.S. Universities*, National Research Council, 1991, p. 45. Because of the small number of doctorates awarded to American Indians, baccalaureate institutions for this group are not included.

19. Shirley Vining Brown, *Increasing Minority Faculty: An Elusive Goal*, Educational Testing Service, 1988, p. 25.

Appendix 1

LIST OF PERSONS INTERVIEWED

The Graduate School and University Center of the City University of New York (CUNY)

Daniel Akins
Professor of Chemistry
June 17, 1990

Anderson J. Franklin
Executive Officer and Professor
of Clinical Psychology
Clinical Psychology Program
June 8, 1990

Sabiyha Robin Graham
Graduate Student
Anthropology Program
June 11, 1990

Dean K. Harrison
Coordinator, Office of Expanded
Educational Opportunity
June 13, 1990

Geoffrey Marshall
Associate Provost and Dean for
Academic Affairs
June 18, 1990

Floyd Moreland
Dean of Students
June 8, 1990

Dave Rawlins
Graduate Student
Clinical Psychology Program
June 10, 1990

Jane Schneider
Executive Officer and Professor
of Anthropology
Anthropology Program
June 8, 1990

Gertrude Schneider
President, Ph.D. Alumni
Association
June 12, 1990

Robin Waite
Graduate Student
Clinical Psychology Program
June 14, 1990

The University of Michigan

Roger Clark
Director, Committee on
Institutional Cooperation
May 22, 199C

Donald Deskins
Graduate Chair and
Professor of Sociology
Sociology Department
June 20, 1990

Lincoln Faller
Graduate Chair and
Professor of English
English Department

Marilyn Gordon
Coordinator for
Graduate Minority Affairs
Office of Minority Affairs
June 20, 1990

James Jackson
Associate Dean and
Professor of Psychology
June 12, 1990

Margaret Jordan
Graduate Student
English Department
June 20, 1990

Daria Kirby
Graduate Student
Psychology Department
June 14, 1990

John Matlock
Director, Office of Minority Affairs
June 20, 1990

Charles Moody
Vice-Provost for Minority Affairs
June 20, 1990

William Stebbins
Chair, Graduate Program and
Professor, Psychology
Department
June 13, 1990

Aldyth Steel
Graduate Student
Program in American Culture
June 25, 1990

John Wallace
Graduate Student
Sociology Department
June 20, 1990

Brown University

Bernard Bruce
Associate Dean, Graduate School
June 11, 1990

Ann du Cille
Graduate Student
American Civilization Department
June 7, 1990

Michael Harper
University Professor and
Professor of English
English Department
June 11, 1990

Charles Nichols
Professor of English
English Department
June 12, 1990

Anna Cecilia Rosado
Graduate Student
Hispanic Studies Department
June 11, 1990

Gene L. Schwilck
President, Danforth Foundation
May 31, 1990

Philip J. Stiles
Dean, Graduate School
July 3, 1990

Jose-Amory Vasquez
Professor, Hispanic Studies
Department
June 12, 1990

Jeanette White
Alumna, English Department
Assistant Professor, Bryant
College
June 7, 1990

The University of Texas at Austin

Ricardo Ainslie
Director, Counseling Psychology Training Program, and Professor of Educational Psychology
Educational Psychology Department
June 19, 1990

Juan Pablo Batisda
Graduate Student
Sociology Department
June 13, 1990

Sarita E. Brown
Assistant Dean of the Graduate School and Director of the Graduate Opportunity Program
June 13, 1990

John Sibley Butler
Professor of Sociology
Sociology Department
June 13, 1990

Lucia Gilbert
Professor
Educational Psychology Department
June 19, 1990

Gilbert Gardenas
Associate Professor of Sociology
Sociology Department
June 13, 1990

Angela Klsacek
Graduate Student
Government Department
June 19, 1990

Guy Manaster
Professor, Educational Psychology
Educational Psychology Department
June 19, 1990

Lynn Stone
Graduate Student
Educational Psychology Department

Teresa Sullivan
Chair and Professor of Sociology
Sociology Department
June 18, 1990

Velda Vela
Graduate Student
Educational Psychology Department
June 19, 1990

George Wright
Director, Afro-American Studies Center and Professor of History
June 19, 1990

The University of Florida

Russell Benjamin
Graduate Student
Political Science
June 6, 1990

Johnny Caesar
Graduate Student
Chemistry Department
June 11, 1990

Alfonso D'Amico
Director of Graduate Studies
and Professor
Political Science Department
June 6, 1990

John Helling
Director of Graduate Studies
and Professor
Chemistry Department
June 6, 1990

Kurt Kent
Assistant Dean for Graduate
Studies
College of Journalism and
Communications
June 6, 1990

Roderick McDavis
Dean, College of Education
University of Arkansas
(formerly Associate Dean
and Director, Office of Minority
Graduate Programs, 1984-89)
May 29, 1990

Madelyn M. Lockhart
Dean, Graduate School
May 31, 1990

Debbie A. Owens
Graduate Student
Mass Communication Department
June 6, 1990

Israel Tribble
President, Florida Endowment
Fund
May 23, 1990

The University of California-Berkeley

Janet Adelman
Departmental Affirmative
Action Chair
and Professor of English
English Department
June 5, 1990

Sylvia Alejandre
Assistant to the Dean for
Affirmative Action
June 5, 1990

Eleanor Branch
Graduate Student
English Department
June 5, 1990

Joseph Cerny
Dean, Graduate Division
May 29, 1990

Eugene H. Cota-Robles
Assistant Vice President for
Academic Affairs
University of California
June 11, 1990

Dianne Gates
Graduate Student
Environmental Engineering
June 5, 1990

Barbara Hayashida
Affirmative Action Coordinator
for Biological Sciences
June 21, 1990

Martha Holliday
Graduate Student
School of Public Health
June 25, 1990

Leti Marquez
Graduate Student, Biochemistry
Molecular and Cell Biology
Department
June 5, 1990

Margarita Melville
Associate Dean of the Graduate
Division and
Professor of Chicano Studies
Ethnic Studies Department
June 5, 1990

Richard Steinhardt
Professor, Molecular and Cell
Biology Department
June 5, 1990

Carla Trujillo
Director of Programs for Women
and Graduate Minorities
in Engineering
June 5, 1990

Appendix 2

A CHECKLIST FOR UNIVERSITIES

Targeted and Personalized Recruitment

- Does the admissions office effectively utilize minority student locator services or name exchanges to achieve its goals?
- Are special mailings to minority students followed by personalized phone calls from administrators, faculty, and students?
- Does the admissions office recruit at colleges and universities – members of UNCF, HACU, and AIHEC, as well as NAFEO – that have a large minority undergraduate population?
- Do faculty and graduate students, as well as administrators, recruit at other campuses?
- What structures and incentives can the university put into place to further involve faculty and students?
- Does the dean's office set aside funds for paid campus visitation days for admitted students?

Substantial Multi-Year Financial Aid

- Does the dean's office raise special funds to support minority programs and minority fellowships?
- Does the development office tap foundation, state, and federal government sources for this purpose?
- Does the financial aid office target multi-year, up-front fellowship awards for minority Ph.D.s?

A Special Office for Minorities

- Has the university established an office or program for minorities within the dean's office?
- Has the dean recruited a minority faculty member of stature to head such an office on a full-time or part-time basis?
- What academic support services does this office provide, particularly for first-year students and those at the dissertation level?
- How can the services of this office, in the long run, be integrated into the institution's regular programs?

An Atmosphere of Expected Success

- Is the prestige of participation in special fellowship programs underscored for graduate students?
- Do academic and social support groups exist that allow students to share wisdom and draw strength from one another?
- Are successful minority role models brought to campus?
- Are faculty encouraged to talk with students about their ambitions and potential success?

A Culture that Supports Mentoring and Curriculum Development

- Does the dean provide leadership for systematic mentoring and curriculum development?
- How can those faculty who mentor well be utilized to stimulate their colleagues to become effective mentors?
- Which departments engage in developing a curriculum that incorporates the new scholarship? How can their efforts be utilized to stimulate other departments to do the same?
- What does the dean's office do to ensure that dialogue in all classrooms is sensitive to ethnic, racial, and gender issues?
- What are the incentives for faculty to engage in mentoring and curriculum development?
- Can financial incentives such as fellowship monies or course development grants be utilized?

Communities of Color

- Where do minority students find their communities of color?
- What does the dean's office do to financially support minority student organizations?
- Does the dean's office work with minority student organizations to emphasize academic as well as social support?

Critical Mass

- What are the institution's plans and procedures for hiring minority faculty?
- How can department chairs and faculty ensure that greater numbers of minority faculty are hired?
- How can departments effectively utilize their minority faculty and graduate students to increase the number of new minority graduate students?

Appendix 3

RESOURCES FOR UNIVERSITIES

This section points to resources that may help universities recruit and retain minority graduate students. The section is divided into five parts: (1) identification of minority undergraduates who might be interested in graduate study, (2) consortium programs that assist individual universities in recruitment and retention, (3) programs that expand the pool, (4) sources of fellowships for minority graduate students, and (5) general readings.

IDENTIFICATION

The **National Name Exchange** and the **Western Name Exchange** are university cooperative efforts aimed at identifying a pool of qualified minority undergraduates who could be recruited to graduate school. Each member university identifies all minority undergraduates with a 2.75 or better grade point average at the end of their junior year. These names are then exchanged at an annual meeting of representatives from each institution.

Members of the **National Name Exchange** include: Brown University, California Institute of Technology, Carnegie-Mellon University, Columbia University, Cornell University, Harvard University, Howard University, Massachusetts Institute of Technology, Northwestern University, Ohio State University, Princeton University, Stanford University, University of California-Berkeley, University of California-Los Angeles, University of Chicago, University of Illinois-Champaign, University of Michigan, University of Minnesota, University of North Carolina, University of Pennsylvania, University of Texas at Austin, University of Washington, University of Wisconsin-Madison, Vanderbilt University, Washington University, and Yale University.

Members of the **Western Name Exchange** are: Arizona State University, Baylor University, Colorado State University, Oregon State University, San Jose State University, Stanford University, Texas A&M University, University of Arizona, University of California-Berkeley, University of California-Davis, University of California-Irvine, University of California-Los Angeles, University of California-Riverside, University of California-San Diego, University of California-Santa Barbara, University of California-Santa Cruz, University of Colorado, University of Houston, University of Kansas, University of New Mexico, University of Oklahoma, University of Southern California, University of Texas at Austin, University of Utah, University of Washington, University of Wyoming, and Washington State University.

Both exchanges are open to accepting a limited number of new member universities that have a strong institutional commitment to

minority student success as evidenced by programs and activities. In each exchange, the current membership votes on accepting new institutions.

For more information on the National Name Exchange, contact Dr. Elaine Copeland, Chair, Commission on Cooperative Minority Student Recruitment, University of Illinois, Graduate College, 200 Coble Hall, 801 S. Wright St., Champaign, IL 61820.

For more information on the Western Name Exchange, contact Dr. Rodney Taylor, Graduate School, University of Colorado, Boulder, CO 80309-0026.

The **Graduate Record Examination Minority Graduate Student Locator Service** is a computer-based search service, administered by the Educational Testing Service, that provides information about minority graduate students or potential minority graduate students. Individual students register with the GRE, supplying information on such areas as ethnicity, graduate school plans, preferred geographic region for graduate study, undergraduate grade point average, courses taken as an undergraduate, parents' educational level, community service activities, etc.

Institutions pay an annual fee of $350 for this service. For more information, contact Phyllis Miller, GRE Locator Services, Educational Testing Service, P.O. Box 6009, Princeton, NJ 08543-5077; (609) 243-8297.

The **Consortium for Graduate Opportunities for American Indians at Northern Arizona University** focuses on early identification of potential American Indian and Alaskan Native graduate students through a network of faculty members at the 17 member institutions (including two Indian community colleges). The centerpiece of the consortium is the network for faculty members: faculty at the consortium's two two-year colleges and four undergraduate colleges with significant Indian student populations identify and recommend American Indian undergraduates to their counterparts in member research institutions. The consortium also helps faculty share research and information on learning styles of Indian students, keeps students informed of financial aid opportunities, and works to encourage institutions to provide stronger support systems for Indian students.

Member institutions include Fort Lewis College, Haskell Indian Junior College, Montana State University, Navajo Community College (Tsaile, AZ and Shiprock, NM campuses), Northeastern Arizona University, Southeastern Oklahoma State University, University of Alaska (Anchorage and Fairbanks campuses), University of Arizona, University of California-Berkeley, University of California-Los Angeles, University of California-Santa Cruz, University of Kansas, University of New Mexico, and University of Utah.

The consortium will accept other members who meet the following criteria: two-year institutions with 200 or more American Indian students enrolled, four-year institutions with 300 or more American Indian students enrolled, or institutions with 20 or more American Indian and Alaskan Native faculty and staff, and evidence of a strong commitment

to American Indian student success through support programs and activities. The current membership votes on accepting new institutions. For more information, contact Rosemary Knoki, Director, Consortium for Graduate Opportunities for American Indians, Northern Arizona University, P.O. Box 4085, Flagstaff, AZ 86011; (602) 523-9652.

CONSORTIUM PROGRAMS

- The **National Consortium for Educational Access (NCEA)** is a joint effort between 46 historically black institutions (HBIs) and 30 Ph.D.-granting universities. Its primary goal is to increase the number of African Americans holding the Ph.D., with emphasis on the scientific and technological disciplines. The Consortium is heavily involved in identifying talented graduating seniors and junior faculty (those who do not hold Ph.D.s) from HBIs. NCEA commits $3,000 a year for three years to each fellow; in addition, the institution of graduate study commits to a tuition waiver plus a stipend for three years.

  NCEA is open to accepting additional members. For additional information, contact Dr. Leroy Ervin, Executive Director, National Consortium for Educational Access, Alumni/Faculty House, Georgia Institute of Technology, Atlanta, GA 30332-0175; (404) 894-2389.

- The **National Consortium for Graduate Degrees for Minorities in Engineering, Inc. (GEM)** consists of 55 accredited engineering schools (university members) and 65 cosponsoring major industry and research laboratories (employer members). Its primary efforts are geared toward increasing the number of ethnic minorities with advanced degrees in engineering and helping to bring minorities into leadership positions in the engineering profession. GEM is heavily engaged in recruitment activities, with staff attending numerous conferences and making college visits throughout the country.

  Building on its success in recruiting undergraduates to master's degree programs, GEM has expanded into doctoral fellowship programs with the establishment of the National Center for Minority Graduate Education in Engineering, Physical and Life Sciences. As part of this effort – which aims to double the current production of minority science and engineering Ph.D. recipients by 1999 – GEM plans to offer 80 portable fellowships annually for Ph.D. candidates in engineering and physical and life sciences. For the first year of the program (1990), GEM awarded 20 fellowships in the physical and life sciences and 21 fellowships in engineering. Participating minority students receive a $12,000 stipend plus tuition and fees at a GEM member university for up to four years. The GEM center pays the $12,000 stipend and $5,500 toward the cost of instruction during the first calendar year of study; thereafter, the enrolling institution pays the entire cost.

The GEM center programs are open to accepting a small number of additional university and employer members. For more information, contact Dr. Howard G. Adams, Executive Director, National Consortium for Graduate Degrees for Minorities in Engineering, Inc., Box 537, Notre Dame, IN 46556; (219) 239-7183.

- **Project 1000**, a cooperative effort of 72 graduate schools, enrolled over 1,000 Hispanic students in graduate school by the end of 1991. The project has organized 160 colleges and universities to identify low-income, talented Hispanic students who are not graduate school bound. Areas with significant underrepresentation receive special recruitment emphasis: mathematics, the physical and natural sciences, and engineering. Project 1000 works through two national toll-free 800 numbers that provide counseling to students. Workshops on the GRE also address test-taking and financial aid application procedures. The Educational Testing Service has substantially supported these workshops with test-fee waivers.

  Project 1000 is open to additional graduate school members. For more information, contact Dr. Gary Keller, Director, Project 1000, Arizona State University, Tempe, AZ 85287; (800) 327-4893.

PROGRAMS THAT EXPAND THE POOL

Many innovative programs now exist that expand the pool, including the consortium programs listed above. Comprehensive interventions that better prepare and motivate minority students for academic careers are required at all levels of the educational system. Below are a few exemplary programs (intended to be illustrative only) that might stimulate other institutions to action. Whenever available, sources of funding are noted.

- **Collaborative arrangements between universities and schools that motivate minority youngsters to attend college:**

With the help of a Carnegie Corporation grant, the **Fundación Educativa Ana G. Mendez** and the **Department of Education in Puerto Rico** sponsor **Project CAUSA (Comprehensive Activities to Upgrade Science Academics)**. Through special courses, counseling, and field trips, the program prepares talented ninth through twelfth grade public school students in more than 20 school districts to pursue math- and science-based college careers. Students come to one of the three university campuses of the Fundación to participate in the Saturday Academy, which offers motivational and enrichment courses in the sciences and math, and in the Summer Institute, which focuses on research and field activities. As part of the Summer Institute, students work in industry internships, and

a number of students travel to mainland universities and labs (depending on available funding). For more information, contact Sara Santiago, Program Director, Project CAUSA, Fundación Educativa Ana G. Mendez, Box 21345, Rio Piedras, Puerto Rico 00928; (809) 751-0178, ext. 575.

The **Ohio State University** has created **The Young Scholars Program**, which provides six years of academic support beginning in the sixth grade to African American, Hispanic, Appalachian, and other underrepresented students and guarantees successful participants admission to Ohio State. Program components include a yearly summer institute, field trips, career exploration opportunities, and a network of support from faculty, administrators, community mentors, and parents. For more information, contact Jim Bishop, Special Assistant to the Provost, Ohio State University, 203 Bricker Hall, 190 N. Oval Mall, Columbus, OH 43210; (614) 292-5881.

The **Pre-College Programs in Engineering and Science** at the **New Jersey Institute of Technology (NJIT)** aim to introduce, prepare, and motivate young people to choose engineering and science careers. NJIT offers more than a dozen student programs targeted to inner-city students, and several in-service programs for teachers from inner-city schools. The programs focus on providing hands-on science and computer activities and reach students as early as fourth grade and up through the twelfth grade. For more information, contact Howard Kimmel, Director, Pre-College Programs and Distance Learning, New Jersey Institute of Technology, University Heights, Newark, NJ 07102; (201) 596-3574.

- **Programs that encourage high school students to conduct research:**

The **National Endowment for the Humanities** offers **Younger Scholars Awards** to support high school students who wish to conduct research and writing projects in the humanities during the summer. Contact Leon Bramson, Program Officer, Younger Scholars Program, National Endowment for the Humanities, 1100 Pennsylvania Ave., NW, Washington, DC 20506; (202) 786-0463.

The **National Science Foundation Young Scholars Program** is designed to excite students entering grades eight through 12 about science careers by providing opportunities to work with research scientists. NSF also administers the **Early Alert Initiative**, a similar program focusing on math and physics skills for seventh- through ninth-graders. Both programs are open to interested two- and four-year colleges and universities. Contact Elmima Johnson, Program Director, Young Scholars Program, National Science Foundation, Room 630, 1800 G Street, NW, Washington, DC 20550; (202) 357-7538.

- **Summer research opportunities sponsored by colleges and universities:**

One of the most powerful and widely acknowledged influences on the decision to pursue an academic career is the opportunity to conduct independent research, particularly if directed under the tutelage of an experienced academic. Summer research programs are now sponsored by The Andrew W. Mellon Foundation, the Charles A. Dana Foundation, The Ford Foundation, the Lilly Endowment, the National Endowment for the Humanities, the National Science Foundation, and the Pew Charitable Trusts.

- **Community college programs that focus on faculty development:**

At **Miami-Dade Community College**, officials at the **Teaching Learning Project (TLP)** have worked closely with the University of Miami to make its doctoral program in education more responsive to the two-year institution's needs. The staff at TLP encourage professors to earn their doctoral degree, since only 21 percent of the faculty members have Ph.D.s.

Although the program is not targeted specifically to minority faculty, 23 of the 40 participants who are declared doctoral candidates are black or Hispanic, and six of the 12 participants who are enrolled but not declared candidates are black or Hispanic. TLP staff designed two of the core courses in the doctoral program; both focus on helping faculty meet the needs of nontraditional students. Miami-Dade pays the tuition for faculty enrolled in the program and has worked to have some of the classes offered on the community college's campuses. In addition, the University of Miami lifted the GRE requirement for entrance to the program and offers part-time graduate assistantships.

Contact Mardee Jenrette, Director, Teaching Learning Project, Miami-Dade Community College, 300 NE Second Ave., Miami, FL 33132; (305) 347-3775.

NATIONAL SOURCES OF MINORITY FELLOWSHIPS

The **Ford Foundation Doctoral Fellowships for Minorities**, administered by the National Research Council, offer both predoctoral fellowships and dissertation fellowships for minority students. Only beginning graduate students (students with fewer than 30 semester hours in a graduate program) are eligible for the predoctoral fellowships. Eligible students for both fellowships must be U.S. citizens and members of one of the following ethnic groups: African American, Puerto Rican, Mexican American, American Indian, Native Alaskan, or Native Pacific Islander. In 1990 the program awarded 55 predoctoral fellowships with an $11,000 yearly stipend for a maximum of three years and 20 dissertation fellowships with grants of $18,000 for one year. As part of the predoctoral fellowship,

universities receive grants of $6,000 per fellowship to cover the cost of tuition and fees.

For more information, contact the Fellowship Office, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418; (202) 334-2872.

The **Minority Graduate Fellowships of the National Science Foundation** are awarded to beginning graduate students (students with fewer than 20 semester hours in a graduate program) to pursue a master's or doctoral degree in the fields of science, mathematics, or engineering, as well as some social science fields. Eligible students must be U.S. citizens and members of one of the following ethnic groups: African American, Puerto Rican, Mexican American, American Indian, Native Alaskan, or Native Pacific Islander. Each year, approximately 100 students receive stipends of $12,900 for up to three years, and universities receive $6,000 grants in lieu of student tuition and fees.

For more information, contact the Fellowship Office, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418; (202) 334-2872.

The **Patricia Roberts Harris Fellowship** provides grants to institutions of higher education to support fellowships for graduate or professional study for underrepresented minorities and women who demonstrate financial need. Depending on the area of study, members of the following minority groups are eligible: African Americans, Hispanic Americans, American Indians, Alaskan Natives, Asian Americans, and Pacific Islanders. The program offers students a $10,000 stipend and institutions $6,000 per fellowship to cover the waived tuition and fees.

In fiscal year 1989, the program awarded $16.4 million to 170 institutions serving 1,000 students. Institutional grants ranged from $16,000 to $400,000, based on the number of fellows at each institution. Universities applying for the fellowship program are judged on 11 criteria, five of which focus on the institution's commitment to the program and six others that center on the institution's qualifications for running such a program.

For more information, contact Charles Miller, Office of Postsecondary Education, U.S. Department of Education, Room 3514, ROB-3, 7th and D Streets, SW, Washington, DC 20202-5251; (202) 708-8395.

GENERAL READING

The following reports and materials provide ideas on how to recruit minority undergraduates for graduate study, how to increase the number of minority faculty on campus, and how to achieve diversity and pluralism in the university.

American Association of State Colleges and Universities (AASCU), *The Lurking Evil: Racial and Ethnic Conflict on the College Campus*. Washington,

DC: AASCU, 1990. This book summarizes a fall 1989 conference, cosponsored by AASCU, the United States Department of Justice's Community Relations Service, and other organizations, titled "The President's Role in Creating a Healthy Campus Racial and Ethnic Climate." It features essays on identifying and eliminating subtle forms of discrimination, the importance of planning and preventive activities, how to handle racial incidents, the interaction of First Amendment issues and racial harassment policies, and other campus climate issues. Copies are available for $15 for members and $18 for nonmembers from AASCU, One Dupont Circle, NW, Suite 700, Washington, DC 20036; (202) 293-7070.

Council of Graduate Schools (CGS), *Enhancing the Minority Presence in Graduate Education.* Washington, DC: CGS, 1988. This report summarizes a meeting of 100 graduate deans from CGS member institutions, focusing on how to further enhance the presence of minority graduate students and faculty members on individual campuses. The report addresses the following topics: "Expanding the Pool," "Expanding the Process," "Involving the Faculty," "Involving the Dean," "Creating an Environment of Support," "Enlisting the Support of the Administration," and "Institutionalizing the Process." The booklet is intended to be a guide for institutions trying to increase enrollment of African American, Hispanic, and Native American graduate students and faculty members. Copies are $5 each for CGS members and $10 each for nonmembers and are available from CGS, One Dupont Circle, NW, Suite 430, Washington, DC 20036-1173; (202) 223-3791.

CGS, *Graduate School and You: A Guide for Prospective Students.* Washington, DC: CGS, 1989. This booklet addresses general questions about all aspects of graduate education for prospective students, such as: How does one prepare for and choose a graduate school? How does one apply to graduate school? What are some major sources of fellowships? Copies are available at bulk rates (1-25 copies for $2.50 each, 50 copies for $65, 100 for $120, etc.) from CGS, One Dupont Circle NW, Suite 430, Washington, DC 20036-1173; (202) 223-3791.

CGS, *Research Student and Supervisor: An Approach to Good Supervisory Practice.* Washington, DC: CGS, 1990. Although this booklet is not specifically targeted toward minority graduate students, it presents ways to handle pitfalls that may delay a student's progress toward Ph.D. completion and provides a checklist of good supervisory practices. Specifically, the book offers advice for both students and supervisors on setting up a good working relationship, developing a practical schedule, and maintaining both of these. Copies are available at bulk rates (1-25 copies for $2.50 each, 50 copies for $65, 100 for $120, etc.) from CGS, One Dupont Circle NW, Suite 430, Washington, DC 20036-1173; (202) 223-3791.

Howard Ehrlich, *Campus Ethnoviolence and the Policy Options.* Baltimore, MD: The National Institute Against Prejudice and Violence, 1990. This

report provides campus officials with a view of the climate minority students face and the policy options available to administrators. It chronicles selected incidents of ethnoviolence on college campuses in fall 1988. The report also offers strategies for improving procedures for campus security, victim assistance, and handling perpetrators, as well as intervention strategies. The booklet is available for $10 each from the National Institute Against Prejudice and Violence, 31 South Greene St., Baltimore, MD 21201; (301) 328-5170.

Madeleine Green, ed., *Minorities on Campus: A Handbook for Enhancing Diversity*. Washington, DC: American Council on Education, 1989. This handbook was developed to provide practical information and suggestions to institutions on enhancing diversity on their campuses. The book is organized into seven areas: (1) conducting an institutional audit, (2) undergraduate students, (3) graduate and professional students, (4) faculty, (5) administrators, (6) improving campus climate, and (7) teaching, learning, and the curriculum. For each of the topics, the handbook provides a brief overview of the present situation, some suggestions about strategies for implementing change, a checklist for assessing the present state of the institution, and examples of successful programs and practices. Copies are available for $17.50 each (quantity discounts available) from the American Council on Education, One Dupont Circle, NW, Washington, DC 20036; (202) 939-9380.

Joyce Justus, *The University of California in the 21st Century: Successful Approaches to Faculty Diversity*. Berkeley, CA: The University of California System, 1987. This report includes a review of the literature on the status of women and minorities on university faculties and the barriers they face, a description of successful programs and procedures discovered at comparable research universities and on University of California campuses, and recommended approaches that serve to diversify the academy. The study was undertaken to help the University of California plan for the next century. A limited number of copies are available for $4.50 each from Joyce B. Justus, Office of the President, University of California, 2199 Addison Street, 319 University Hall, Berkeley, CA 94720.

Yolanda Moses, *Black Women in Academe*. Washington, DC: Project on the Status and Education of Women of the Association of American Colleges, 1989. This report examines how both racism and sexism impact on African American women in higher education. The report describes the barriers African American women face as students, faculty, and administrators and suggests ways to eliminate these barriers. A similar report, *Hispanic Women: Making Their Presence on Campus Less Tenuous* was released in 1990, and copies of both are available for $5 each from the Association of American Colleges, 1818 R St., NW, Washington, DC 20009; (202) 387-3760.

The Ohio State University, *Handbook for Faculty Searches with Special Reference to Affirmative Action*. Columbus, Ohio: The Ohio State University,

1987. This handbook illustrates how one research institution conducts searches for women and minority faculty members. Targeted toward search committee members, the report provides specific suggestions for each phase of the search, with advice on effective techniques for conducting a fair and active search. The handbook also gives ideas on sources for minority and women candidates, such as the Association of Women in Science and the National Alliance of Black School Educators, and lists directories for minorities and women in several fields. Copies are available for free from the Office of Human Relations or the Office of Academic Affairs, The Ohio State University, Columbus, OH 43210.

State University of New York at Stony Brook, *Meeting the National Need for Minority Scholars and Scholarship: Policies and Actions*. Stony Brook, NY: SUNY Stony Brook, 1989. This report evolved from two invitational conferences on the role of faculty in increasing the number of African American, American Indian, and Hispanic students pursuing doctoral degrees. The following topics are covered: admissions and outreach, mentoring, enlarging the canons and boundaries of scholarship, and incentives and rewards for faculty. Single copies are available for free; for each additional copy, a shipping and handling fee of $5 is charged, along with the cost of postage. Contact Dr. Myrna Adams, Associate Provost, Graduate Studies, 2401 Computer Science Building, State University of New York at Stony Brook, Stony Brook, NY 11794-4433.

The University of Wisconsin System, *Achieving Faculty Diversity: A Sourcebook of Ideas and Success Stories*. Madison, WI: The University of Wisconsin System, 1988. This book details innovative efforts to expand the pool of minority faculty and stresses the importance of campus and community environments in attracting minority scholars. Copies are available for $8 each from the Office of Equal Opportunity Programs and Policy Studies, UW System Administration, 1802 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706.

Appendix 4

MINORITY Ph.D.s, 1979–89: THE TOP 50 UNIVERSITIES

	Number of Doctorates Awarded to U.S. Citizens, 1979 through 1989*				
Institution	**American Indian**	**Asian American**	**African American**	**Hispanic**	**Total Minority**
1. University of California at Berkeley	16	306	149	128	599
2. University of California at Los Angeles	11	276	110	152	549
3. University of Michigan	15	106	320	96	537
4. Nova University	16	35	339	57	447
5. Ohio State University	14	70	257	60	401
6. Stanford University	13	165	105	114	397
7. University of Texas at Austin	18	53	81	234	386
8. New York University	9	74	139	142	364
9. University of Maryland	6	64	229	54	353
10. Columbia Teachers College	5	56	200	72	333
11. Rutgers University	6	65	173	70	314
12. University of Southern California	11	113	95	93	312
13. Florida State University	12	23	196	77	308
14. University of Massachusetts at Amherst	2	40	164	97	303
15. Michigan State University	18	51	165	67	301
16. University of Illinois at Urbana-Champaign	9	112	123	55	299
17. Columbia University	5	111	104	76	296
18. University of Pittsburgh	10	42	212	29	293
19. Harvard University	13	90	107	77	287
20. University of Wisconsin at Madison	23	103	93	68	287
21. University of Washington	26	126	55	58	265
22. Howard University	1	20	236	3	260
23. Temple University	6	35	165	39	245
24. George Washington University	4	39	168	29	240
25. City University of New York Graduate School	6	53	77	102	238
26. Cornell University	12	83	74	68	237
27. Pennsylvania State University	28	31	75	88	222
28. University of Florida	8	20	82	102	212
29. Wayne State University	2	28	153	22	205
30. Vanderbilt University at George Peabody College for Teachers	5	8	174	13	200
31. Clark Atlanta University	1	1	191	2	195
32. Boston University	7	39	78	70	194
33. University of Indiana at Bloomington	11	37	113	33	194

MINORITY Ph.D.s, 1979–89: THE TOP 50 UNIVERSITIES

Institution	Number of Doctorates Awarded to U.S. Citizens, 1979 through 1989*				
	American Indian	Asian American	African American	Hispanic	Total Minority
34. University of North Carolina at Chapel Hill	6	31	123	34	194
35. Northwestern University	1	60	93	35	189
36. University of Minnesota at Minneapolis	9	73	74	33	189
37. Massachusetts Institute of Technology	4	104	46	33	187
38. University of Pennsylvania	4	59	80	40	183
39. University of San Francisco	5	51	75	49	180
40. Southern Illinois University	8	10	148	11	177
41. Texas A & M University	15	38	32	87	172
42. University of California at Davis	11	101	10	46	168
43. University of Colorado at Boulder	4	31	46	87	168
44. Yale University	1	52	53	59	165
45. University of Chicago	3	57	64	40	164
46. University of Houston	4	27	57	70	158
47. State University of New York at Buffalo	2	49	75	30	156
48. University of Arizona	20	26	30	78	154
49. Purdue University	9	54	46	43	152
50. University of New Mexico	16	13	6	107	142

*Includes doctorates in education.

Source: National Research Council, Doctorate Record Files, 1979 through 1989.

Appendix 5

DOCTORATES AWARDED TO U.S. CITIZENS BY INSTITUTION AND MAJOR FIELD, 1979–1989

FIELD OF STUDY

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
ALABAMA								
AUBURN UNIVERSITY								
American Indian	.	1	.	.	.	3	.	4
Asian American	.	.	2	.	.	1	1	4
African American	2	.	7	2	1	35	.	47
Hispanic	.	1	3	1	.	.	.	5
White	45	45	161	134	51	390	.	826
Total	47	47	173	137	52	429	1	886
THE UNIVERSITY OF ALABAMA								
American Indian	.	.	.	.	.	4	.	4
Asian American	1	2	.	1	1	2	1	8
African American	5	.	1	7	5	79	6	103
Hispanic	2	.	.	4	2	5	.	13
White	45	17	23	154	61	625	104	1029
Total	53	19	24	166	69	715	111	1157
UNIVERSITY OF ALABAMA AT BIRMINGHAM								
American Indian	.	.	2	.	.	.	.	2
Asian American	.	.	3	.	.	.	.	3
African American	.	.	11	.	.	5	.	16
Hispanic	2	.	1	.	.	.	.	3
White	17	.	290	18	.	14	.	339
Total	19	.	307	18	.	19	.	363
UNIVERSITY OF ALABAMA IN HUNTSVILLE								
American Indian	1	.	.	.	.	.	.	1
Asian American	1	2	.	.	.	.	.	3
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	22	32	.	.	.	.	.	54
Total	24	34	.	.	.	.	.	58
UNIVERSITY OF SOUTH ALABAMA								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	.	.	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	1	.	.	.	.	1
White	.	.	33	.	.	.	.	33
Total	.	.	35	.	.	.	.	35

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
ALASKA								
UNIVERSITY OF ALASKA								
American Indian	.	.	.	.	.	.	.	.
Asian American	2	.	.	.	.	.	.	2
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	33	.	.	.	.	.	.	33
Total	35	.	.	.	.	.	.	35
ARIZONA								
ARIZONA STATE UNIVERSITY								
American Indian	.	.	1	.	.	5	1	7
Asian American	2	3	.	2	.	1	1	9
African American	.	.	.	5	.	15	2	22
Hispanic	1	.	.	3	2	18	1	25
White	99	36	65	183	74	343	76	876
Total	102	39	66	193	76	382	81	939
NORTHERN ARIZONA UNIVERSITY								
Total	.	.	.	.	.	5	.	5
Asian American	.	.	1	.	.	3	.	4
African American	.	.	.	.	.	9	.	9
Hispanic	.	.	1	.	.	11	.	12
White	.	.	29	3	15	318	.	365
Total	.	.	31	3	15	346	.	395
UNIVERSITY OF ARIZONA								
American Indian	3	.	3	1	3	8	2	20
Asian American	4	6	7	5	3	1	.	26
African American	1	2	6	2	4	14	1	30
Hispanic	4	2	11	14	16	30	1	78
White	467	89	459	326	188	313	60	1902
Total	479	99	486	348	214	366	64	2056
ARKANSAS								
UNIVERSITY OF ARKANSAS, FAYETTEVILLE								
American Indian	1	.	1	.	.	7	1	10
Asian American	3	1	2	.	.	.	4	10
African American	.	.	5	6	1	14	2	28
Hispanic	.	.	5	.	2	3	1	11
White	71	40	142	99	62	320	147	881
Total	75	41	155	105	65	344	155	940

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	53	.	.	.	.	53
Total	.	.	53	.	.	.	.	53
CALIFORNIA								
BIOLA UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	1	.	.	.	1
White	.	.	.	55	.	.	.	55
Total	.	.	.	56	.	.	.	56
CALIFORNIA INSTITUTE OF INTEGRAL STUDIES								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	1	.	.	.	1
African American	.	.	.	1	.	.	.	1
Hispanic	.	.	.	1	1	.	.	2
White	.	.	.	35	4	.	.	39
Total	.	.	.	38	5	.	.	43
CALIFORNIA INSTITUTE OF TECHNOLOGY								
American Indian	.	.	.	.	.	.	.	.
Asian American	19	18	8	.	.	.	.	45
African American	3	1	1	.	.	.	.	5
Hispanic	7	3	2	.	.	.	.	12
White	546	172	120	19	.	.	.	857
Total	575	194	131	19	.	.	.	919
CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY, BERKELEY/ALAMEDA								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	11	.	.	.	11
African American	.	.	.	4	.	.	.	4
Hispanic	.	.	.	9	.	.	.	9
White	.	.	.	308	.	.	.	308
Total	.	.	.	332	.	.	.	332
CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY, FRESNO								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	3	.	.	.	3
African American	.	.	.	3	.	.	.	3
Hispanic	.	.	.	3	.	.	.	3
White	.	.	.	196	.	.	.	196
Total	.	.	.	205	.	.	.	205

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY, LOS ANGELES								
American Indian	.	.	.	1	.	.	.	1
Asian American	.	.	.	16	.	.	.	16
African American	.	.	.	10	.	.	.	10
Hispanic	.	.	.	18	.	.	.	18
White	.	.	.	369	.	.	.	369
Total	.	.	.	414	.	.	.	414
CALIFORNIA SCHOOL PROFESSIONAL PSYCHOLOGY, SAN DIEGO								
American Indian	.	.	.	3	.	.	.	3
Asian American	.	.	.	4	.	.	.	4
African American	.	.	.	1	.	.	.	1
Hispanic	.	.	.	11	.	.	.	11
White	.	.	.	361	.	.	.	361
Total	.	.	.	380	.	.	.	380
CLAREMONT GRADUATE SCHOOL								
American Indian	.	.	.	1	.	.	.	1
Asian American	1	.	1	.	4	8	.	14
African American	.	.	.	7	1	28	1	37
Hispanic	.	.	.	10	2	19	3	34
White	6	.	9	220	135	247	80	697
Total	7	.	10	238	142	302	84	783
FIELDING INSTITUTE								
American Indian	.	.	.	1	.	.	.	1
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	1	.	.	.	1
Hispanic	.	.	.	3	.	.	1	4
White	.	.	.	133	.	.	12	145
Total	.	.	.	138	.	.	13	151
FULLER THEOLOGICAL SEMINARY								
American Indian	.	.	.	1	.	.	.	1
Asian American	.	.	.	7	.	.	3	10
African American	.	.	.	2	.	.	1	3
Hispanic	.	.	.	4	.	.	.	4
White	.	.	.	173	9	.	51	233
Total	.	.	.	187	9	.	55	251
GOLDEN GATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	1	.	.	3	4
African American	.	.	.	.	.	.	2	2
Hispanic	.	.	.	.	.	.	2	2
White	.	.	.	1	.	.	62	63
Total	.	.	.	2	.	.	69	71

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
GRADUATE THEOLOGICAL UNION								
American Indian	.	.	.	.	.	.	2	2
Asian American	.	.	.	.	1	.	3	4
African American	.	.	.	.	2	.	1	3
Hispanic	.	.	.	.	1	.	4	5
White	.	.	.	.	69	.	93	162
Total	.	.	.	.	73	.	103	176
LOMA LINDA UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	3	.	.	1	.	4
African American	.	.	1	.	.	3	.	4
Hispanic	.	.	5	.	.	3	.	8
White	3	.	37	.	.	33	.	73
Total	3	.	46	.	.	40	.	89
PEPPERDINE UNIVERSITY								
American Indian	.	.	.	.	.	2	.	2
Asian American	.	.	.	.	.	5	.	5
African American	.	.	.	.	.	35	1	36
Hispanic	.	.	.	.	.	6	.	6
White	.	.	.	.	.	129	.	129
Total	.	.	.	.	.	177	1	178
RAND GRADUATE SCHOOL OF POLICY STUDIES								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	1	.	.	.	1
African American	.	.	.	1	.	.	.	1
Hispanic	.	.	1	.	.	.	.	1
White	.	.	.	41	.	.	.	41
Total	.	.	1	43	.	.	.	44
SANTA CLARA UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	1	.	.	.	.	.	1
Total	.	1	.	.	.	.	.	1
SAYBROOK INSTITUTE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	38	.	.	.	38
Total	.	.	.	38	.	.	.	38

	Physical Science	Engi-neering	Life Sciences	Social Sciences	Human-ities	Edu-cation	Profes-sional	All Fields
STANFORD UNIVERSITY								
American Indian	2	1	2	3	3	2	.	13
Asian American	25	62	22	15	14	20	7	165
African American	20	13	2	28	18	20	4	105
Hispanic	7	10	7	22	24	41	3	114
White	818	731	345	461	483	340	120	3298
Total	872	817	378	529	542	423	134	3695
THE WRIGHT INSTITUTE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	1	.	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	14	.	.	.	14
Total	.	.	.	15	.	.	.	15
UNITED STATES INTERNATIONAL UNIVERSITY								
American Indian	.	.	.	4	1	.	1	6
Asian American	.	.	.	16	.	6	2	24
African American	.	.	.	20	2	11	12	45
Hispanic	.	.	.	41	1	9	6	57
White	.	.	1	732	5	126	75	939
Total	.	.	1	813	9	152	96	1071
UNITED STATES NAVAL POSTGRADUATE SCHOOL								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	.	.	.	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	1	.	.	.	.	.	1
White	22	14	.	.	.	.	.	36
Total	23	15	.	.	.	.	.	38
UNIVERSITY OF CALIFORNIA, BERKELEY								
American Indian	5	.	2	4	3	2	.	16
Asian American	64	83	64	44	24	14	13	306
African American	11	6	20	55	17	32	8	149
Hispanic	16	12	29	31	18	14	8	128
White	1212	548	1009	762	769	290	181	4771
Total	1308	649	1124	896	831	352	210	5370
UNIVERSITY OF CALIFORNIA, DAVIS								
American Indian	2	1	5	2	1	.	.	11
Asian American	27	15	52	6	1	.	.	101
African American	.	1	4	4	1	.	.	10
Hispanic	7	1	25	8	5	.	.	46
White	291	114	1002	182	101	.	1	1691
Total	327	132	1088	202	109	.	1	1859

	Physical Science	Engi-neering	Life Sciences	Social Sciences	Human-ities	Edu-cation	Profes-sional	All Fields
UNIVERSITY OF CALIFORNIA, IRVINE								
American Indian	.	.	1	1	.	.	.	2
Asian American	16	6	14	3	1	.	1	41
African American	2	.	2	7	3	.	.	14
Hispanic	9	2	6	10	16	.	.	43
White	199	30	203	140	121	.	22	715
Total	226	38	226	161	141	.	23	815
UNIVERSITY OF CALIFORNIA, LOS ANGELES								
American Indian	.	.	.	3	4	4	.	11
Asian American	53	66	73	29	29	16	10	276
African American	4	2	9	31	29	27	8	110
Hispanic	13	6	22	49	36	24	2	152
White	565	218	694	635	652	399	117	3280
Total	635	292	798	747	750	470	137	3829
UNIVERISITY OF CALIFORNIA, RIVERSIDE								
American Indian	1	.	2	1	1	.	.	5
Asian American	8	.	15	11	.	1	.	35
African American	2	.	6	4	3	.	.	15
Hispanic	5	.	11	19	14	4	.	53
White	121	.	269	186	73	61	.	710
Total	137	.	303	221	91	66	.	818
UNIVERSITY OF CALIFORNIA, SAN DIEGO								
American Indian	5	.	.	1	1	.	.	7
Asian American	18	7	24	7	6	.	.	62
African American	1	1	5	2	3	.	.	12
Hispanic	11	1	10	6	24	.	1	53
White	456	75	335	176	172	.	.	1214
Total	491	84	374	192	206	.	1	1348
UNIVERSITY OF CALIFORNIA, SAN FRANCISCO								
American Indian	.	.	2	.	.	.	.	2
Asian American	11	.	20	2	1	.	.	34
African American	.	.	5	7	.	.	.	12
Hispanic	3	.	2	5	.	.	.	10
White	73	.	306	89	2	.	.	470
Total	87	.	335	103	3	.	.	528
UNIVERSITY OF CALIFORNIA, SANTA BARBARA								
American Indian	.	.	.	2	.	.	.	2
Asian American	10	6	9	12	4	3	.	44
African American	.	.	1	3	6	5	.	15
Hispanic	9	1	2	17	14	18	.	61
White	220	66	162	269	235	129	1	1082
Total	239	73	174	303	259	155	1	1204

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UNIVERSITY OF CALIFORNIA, SANTA CRUZ								
American Indian	1	.	.	1	.	.	.	2
Asian American	7	.	3	1	1	.	.	12
African American	1	.	1	4	4	.	.	10
Hispanic	2	.	6	6	4	.	.	18
White	171	.	79	61	76	.	.	387
Total	182	.	89	73	85	.	.	429
UNIVERSITY OF LA VERNE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	2	.	2
African American	.	.	.	.	.	4	.	4
Hispanic	.	.	.	.	.	6	.	6
White	.	.	.	.	.	66	.	66
Total	.	.	.	.	.	78	.	78
UNIVERSITY OF SAN DIEGO								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	1	.	1
African American	.	.	.	.	.	3	.	3
Hispanic	.	.	.	.	.	5	.	5
White	.	.	.	.	.	45	.	45
Total	.	.	.	.	.	54	.	54
UNIVERSITY OF SAN FRANCSCO								
American Indian	.	.	.	.	.	5	.	5
Asian American	.	.	.	.	.	51	.	51
African American	.	.	.	.	.	75	.	75
Hispanic	.	.	.	.	.	49	.	49
White	.	.	.	.	.	481	.	481
Total	.	.	.	.	.	661	.	661
UNIVERSITY OF SOUTHERN CALIFORNIA								
American Indian	.	.	.	2	3	6	.	11
Asian American	13	25	17	12	7	30	9	113
African American	1	2	1	12	7	50	22	95
Hispanic	2	1	4	15	15	45	11	93
White	126	125	178	373	250	925	317	2294
Total	142	153	200	414	282	1056	359	2606
UNIVERSITY OF THE PACIFIC								
American Indian	.	.	.	.	.	2	.	2
Asian American	1	.	.	.	.	19	.	20
African American	.	.	.	.	.	6	.	6
Hispanic	.	.	.	.	1	24	.	25
White	3	.	5	.	2	127	.	137
Total	4	.	5	.	3	178	.	190

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
COLORADO								
COLORADO SCHOOL OF MINES								
American Indian	.	1	.	.	.	.	.	1
Asian American	2	6	.	.	.	.	.	8
African American	.	.	.	.	.	.	.	.
Hispanic	2	1	.	.	.	.	.	3
White	82	43	.	21	.	.	.	146
Total	86	51	.	21	.	.	.	158
COLORADO STATE UNIVERSITY								
American Indian	1	1	.	1	.	.	.	3
Asian American	4	6	6	.	.	1	.	17
African American	1	2	4	1	.	6	.	14
Hispanic	6	1	4	8	.	4	.	23
White	249	132	485	149	.	161	8	1184
Total	261	142	499	159	.	172	8	1241
UNIVERSITY OF COLORADO AT BOULDER								
American Indian	.	1	.	.	.	3	.	4
Asian American	7	3	7	7	.	5	2	31
African American	3	1	1	15	2	16	8	46
Hispanic	3	3	7	19	11	41	3	87
White	467	86	355	447	238	396	150	2139
Total	480	94	370	488	251	461	163	2307
UNIVERSITY OF DENVER								
American Indian	1	.	.	.	1	.	.	2
Asian American	.	.	1	4	1	.	4	10
African American	.	.	1	12	1	7	7	28
Hispanic	.	.	1	5	2	5	4	17
White	25	.	16	161	114	179	103	598
Total	26	.	19	182	119	191	118	655
UNIVERSITY OF NORTHERN COLORADO								
American Indian	.	.	.	.	.	4	.	4
Asian American	2	.	.	.	.	6	.	8
African American	.	.	.	.	.	27	.	27
Hispanic	.	.	.	.	1	29	.	30
White	23	.	22	35	57	650	6	793
Total	25	.	22	35	58	716	6	862
CONNECTICUT								
HARTFORD SEMINARY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	2	.	.	2
Total	.	.	.	.	2	.	.	2

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UNIVERSITY OF CONNECTICUT								
American Indian	1	.	2	.	.	.	.	3
Asian American	4	8	7	6	.	3	.	28
African American	1	1	2	5	.	29	.	38
Hispanic	1	.	2	6	6	30	.	45
White	157	78	317	334	119	506	.	1511
Total	164	87	330	351	125	568	.	1625
UNIVERSITY OF HARTFORD								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	1	.	.	1
White	.	.	.	.	5	.	.	5
Total	.	.	.	.	6	.	.	6
WESLEYAN UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	2	.	1	.	3	.	.	6
African American	.	.	.	.	1	.	.	1
Hispanic	1	.	1	.	1	.	.	3
White	45	.	52	.	9	.	.	106
Total	48	.	54	.	14	.	.	116
YALE UNIVERSITY								
American Indian	.	.	1	.	.	.	.	1
Asian American	13	3	24	8	4	.	.	52
African American	.	.	3	19	28	.	3	53
Hispanic	7	.	10	21	21	.	.	59
White	394	36	460	405	870	.	56	2221
Total	414	39	498	453	923	.	59	2386
DELAWARE								
UNIVERSITY OF DELAWARE								
American Indian	1	.	.	.	.	1	.	2
Asian American	2	7	.	2	.	.	.	11
African American	1	5	1	10	2	2	.	21
Hispanic	1	1	.	3	1	.	.	6
White	201	106	76	137	116	66	.	702
Total	206	119	77	152	119	69	.	742
DISTRICT OF COLUMBIA								
AMERICAN UNIVERSITY								
American Indian	.	.	.	1	.	2	1	4
Asian American	3	.	1	5	2	2	.	13
African American	3	.	2	20	1	39	2	67
Hispanic	1	.	.	5	.	2	.	8
White	57	.	14	273	55	146	27	572
Total	64	.	17	304	58	191	30	664

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
CATHOLIC UNIVERSITY OF AMERICA								
American Indian	1	1	.	2	.	.	.	4
Asian American	2	5	.	8	1	3	2	21
African American	3	.	4	5	15	21	10	58
Hispanic	1	.	.	9	9	3	2	24
White	48	29	114	270	247	151	193	1052
Total	55	35	118	294	272	178	207	1159
GALLAUDET UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	1	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	20	.	20
Total	.	.	.	.	.	21	.	21
GEORGETOWN UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	3	.	9	3	10	.	.	25
African American	.	.	4	1	8	.	.	13
Hispanic	.	.	1	3	15	1	.	20
White	47	.	165	70	170	1	.	453
Total	50	.	179	77	203	2	.	511
GEORGE WASHINGTON UNIVERSITY								
American Indian	.	.	2	.	.	1	1	4
Asian American	5	13	6	4	3	8	.	39
African American	6	3	2	16	8	124	9	168
Hispanic	1	3	5	6	8	5	1	29
White	69	80	152	268	114	279	136	1098
Total	81	99	167	294	133	417	147	1338
HOWARD UNIVERSITY								
American Indian	.	.	.	1	.	.	.	1
Asian American	1	2	14	3	.	.	.	20
African American	27	2	54	75	25	17	36	236
Hispanic	.	.	2	.	.	.	1	3
White	1	.	8	19	1	4	2	35
Total	29	4	78	98	26	21	39	295
FLORIDA								
BARRY UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	1	1
White	.	.	.	.	.	.	11	11
Total	.	.	.	.	.	.	12	12

	Physical Science	Engi-neering	Life Sciences	Social Sciences	Human-ities	Edu-cation	Profes-sional	All Fields
FLORIDA ATLANTIC UNIVERSITY								
American Indian	.	.	.	1	.	2	.	3
Asian American	.	1	.	.	.	3	.	4
African American	.	.	.	.	.	12	.	12
Hispanic	.	1	.	.	.	6	.	7
White	.	1	.	1	.	180	.	182
Total	.	3	.	2	.	203	.	208
FLORIDA INSTITUTE OF TECHOLOGY								
American Indian	.	.	.	2	.	.	.	2
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	1	.	5	.	.	.	6
White	4	2	13	174	.	15	.	208
Total	4	3	13	181	.	15	.	216
FLORIDA INTERNATIONAL UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	1	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	1	.	.	.	.	1
White	.	.	.	.	.	.	.	.
Total	.	.	1	.	.	.	1	2
FLORIDA STATE UNIVERSITY								
American Indian	.	.	1	4	1	6	.	12
Asian American	5	.	5	3	3	6	1	23
African American	2	.	4	30	16	126	18	196
Hispanic	8	.	3	16	18	27	5	77
White	210	.	170	440	374	791	289	2274
Total	225	.	183	493	412	956	313	2582
NOVA UNIVERSITY								
American Indian	.	.	.	.	.	14	2	16
Asian American	1	.	.	.	.	26	8	35
African American	1	.	.	.	.	294	44	339
Hispanic	.	.	.	.	.	49	8	57
White	22	.	.	.	.	1540	324	1886
Total	24	.	.	.	.	1923	386	2333
UNIVERSITY OF CENTRAL FLORIDA								
American Indian	.	1	.	.	.	.	.	1
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	2	.	2
White	6	3	.	.	.	30	.	39
Total	6	4	.	.	.	32	.	42

	Physical Science	Engi-neering	Life Sciences	Social Sciences	Human-ities	Edu-cation	Profes-sional	All Fields
UNIVERSITY OF FLORIDA								
American Indian	.	.	1	1	.	6	.	8
Asian American	4	5	8	2	.	1	.	20
African American	2	3	11	16	3	45	2	82
Hispanic	19	14	13	16	13	26	1	102
White	264	168	585	399	113	619	91	2239
Total	289	190	618	434	129	697	94	2451
UNIVERSITY OF MIAMI								
American Indian	.	.	.	.	.	2	.	2
Asian American	3	2	2	.	1	.	.	8
African American	.	.	1	2	2	14	.	19
Hispanic	15	.	11	21	13	8	2	70
White	85	14	125	224	109	142	6	705
Total	103	16	139	247	125	166	8	804
UNIVERSITY OF SOUTH FLORIDA								
American Indian	1	.	.	.	.	3	.	4
Asian American	1	1	.	.	.	2	.	4
African American	.	.	.	5	1	1	.	7
Hispanic	1	2	3	7	.	5	.	18
White	48	20	76	150	35	146	.	475
Total	51	23	79	162	36	157	.	508
GEORGIA								
CLARK ATLANTA UNIVERSITY								
American Indian	.	.	.	.	.	1	.	1
Asian American	.	.	.	.	.	.	1	1
African American	5	.	41	43	4	93	5	191
Hispanic	.	.	.	.	1	1	.	2
White	.	.	1	5	1	4	1	12
Total	5	.	42	48	6	99	7	207
EMORY UNIVERSITY								
American Indian	.	.	.	.	1	.	.	1
Asian American	3	.	4	.	1	.	.	8
African American	9	.	2	10	37	.	5	63
Hispanic	1	.	2	.	8	.	1	12
White	88	.	128	153	271	.	22	662
Total	101	.	136	163	318	.	28	746
GEORGIA INSTITUTE OF TECHOLOGY								
American Indian	1	1	.	.	.	.	.	2
Asian American	7	10	.	.	.	.	.	17
African American	4	5	.	.	.	.	.	9
Hispanic	5	4	1	.	.	.	.	10
White	177	179	19	.	.	.	10	385
Total	194	199	20	.	.	.	10	423

	Physical Science	Engi-neering	Life Sciences	Social Sciences	Human-ities	Edu-cation	Profes-sional	All Fields
GEORGIA STATE UNIVERSITY								
American Indian	.	.	.	1	.	1	.	2
Asian American	.	.	.	.	1	.	1	2
African American	.	.	.	7	2	81	3	93
Hispanic	.	.	.	3	.	5	2	10
White	7	.	3	278	45	537	125	995
Total	7	.	3	289	48	624	131	1102
INSTITUTE OF PAPER SCIENCE AND TECHOLOGY								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	2	.	.	.	.	.	3
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	51	12	.	.	.	.	.	63
Total	52	14	.	.	.	.	.	66
MEDICAL COLLEGE OF GEORGIA								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	.	.	.	.	1
African American	.	.	1	.	.	.	.	1
Hispanic	.	.	1	.	.	.	.	1
White	.	.	61	.	.	.	.	61
Total	.	.	64	.	.	.	.	64
UNIVERSITY OF GEORGIA								
American Indian	.	.	1	2	.	2	.	5
Asian American	2	.	3	5	1	2	2	15
African American	3	.	6	31	6	33	13	92
Hispanic	1	.	4	8	8	6	.	27
White	137	.	565	482	130	1014	207	2535
Total	143	.	579	528	145	1057	222	2674
HAWAII								
UNIVERSITY OF HAWAII								
American Indian	1	.	.	2	.	.	.	3
Asian American	10	1	51	30	13	21	.	126
African American	.	.	2	.	1	.	.	3
Hispanic	2	.	3	2	1	.	.	8
White	111	4	145	165	101	45	.	571
Total	124	5	201	199	116	66	.	711
IDAHO								
IDAHO STATE UNIVERSITY								
American Indian	1	.	.	.	1	.	.	2
Asian American	.	.	1	.	.	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	18	.	49	15	18	19	.	119
Total	19	.	50	15	19	19	.	122

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UNIVERSITY OF IDAHO								
American Indian	.	.	2	.	.	1	.	3
Asian American	1	1	2	.	.	.	.	4
African American	.	.	.	.	.	2	.	2
Hispanic	4	.	1	1	.	2	.	8
White	37	37	92	8	.	115	.	289
Total	42	38	97	9	.	120	.	306
ILLINOIS								
DEPAUL UNIVERSITY								
American Indian	.	.	.	1	.	.	.	1
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	5	.	.	.	5
Hispanic	.	.	.	4	1	.	.	5
White	.	.	.	74	20	.	.	94
Total	.	.	.	84	21	.	.	105
ILLINOIS INSTITUTE TECHOLOGY								
American Indian	.	.	.	.	.	.	.	.
Asian American	5	12	1	2	.	.	1	21
African American	.	2	2	4	2	.	.	10
Hispanic	1	.	.	.	.	.	.	1
White	55	48	13	165	8	.	8	297
Total	61	62	16	171	10	.	9	329
ILLINOIS MEDICAL TRAINING CENTER								
American Indian	.	.	1	.	.	.	.	1
Asian American	1	.	6	.	.	.	.	7
African American	.	.	4	.	.	.	.	4
Hispanic	.	.	3	.	.	.	.	3
White	16	.	246	.	.	.	.	262
Total	17	.	260	.	.	.	.	277
ILLINOIS STATE UNIVERSITY AT NORMAL								
American Indian	.	.	.	.	.	1	.	1
Asian American	1	.	1	.	.	2	.	4
African American	.	.	.	.	1	22	.	23
Hispanic	.	.	.	.	.	3	.	3
White	7	.	20	.	42	231	.	300
Total	8	.	21	.	43	259	.	331
LOYOLA UNIVERSITY OF CHICAGO								
American Indian	.	.	.	1	.	.	.	1
Asian American	1	.	3	3	.	6	.	13
African American	1	.	.	7	1	24	.	33
Hispanic	.	.	.	4	1	16	.	21
White	19	.	100	217	72	279	.	687
Total	21	.	103	232	74	325	.	755

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	2	2
White	.	.	.	.	.	.	1	1
Total	.	.	.	.	.	.	3	3
NORTHERN BAPTIST THEOLOGICAL SEMINARY								
American Indian	.	.	.	.	1	.	1	2
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	1	1
Hispanic	.	.	.	.	.	3	.	3
White	.	.	.	.	71	72	225	368
Total	.	.	.	.	72	75	227	374
NORTHERN ILLINOIS UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	1	.	6	.	8
African American	1	.	.	.	2	21	.	24
Hispanic	1	.	.	2	.	8	.	11
White	27	.	5	117	65	586	2	802
Total	29	.	6	120	67	621	2	845
NORTHWESTERN UNIVERSITY								
American Indian	.	.	.	.	.	.	1	1
Asian American	11	16	16	10	6	.	1	60
African American	2	.	6	30	20	29	6	93
Hispanic	5	7	2	11	8	2	.	35
White	362	238	263	554	435	233	168	2253
Total	380	261	287	605	469	264	176	2442
RUSH UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	.	.	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	71	.	.	.	.	71
Total	.	.	72	.	.	.	.	72
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE								
American Indian	.	.	1	3	.	4	.	8
Asian American	.	1	2	.	1	5	1	10
African American	.	.	3	34	6	99	6	148
Hispanic	1	.	2	2	.	5	1	11
White	16	.	123	256	105	680	84	1264
Total	17	1	131	295	112	793	92	1441

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	1	.	1
Hispanic	.	.	.	.	.	1	.	1
White	.	.	.	.	.	57	.	57
Total	.	.	.	.	.	59	.	59
UNIVERSITY OF CHICAGO								
American Indian	.	.	.	2	.	1	.	3
Asian American	10	.	18	14	11	.	4	57
African American	3	.	2	13	16	18	12	64
Hispanic	2	.	5	14	15	1	3	40
White	306	.	371	604	694	117	238	2330
Total	321	.	396	647	736	137	257	2494
UNIVERSITY OF HEALTH SCIENCE/THE CHICAGO MEDICAL SCHOOL								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	1	.	.	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	1	.	30	55	.	.	.	86
Total	1	.	31	55	.	.	.	87
UNIVERSITY OF ILLINOIS AT CHICAGO								
American Indian	.	.	.	.	1	.	.	1
Asian American	7	17	7	4	.	1	1	37
African American	1	1	.	5	5	6	6	24
Hispanic	3	1	3	6	2	.	.	15
White	95	52	149	203	70	32	45	646
Total	106	71	159	218	78	39	52	723
UNIVERSITY OF ILLINOIS AT URBANA–CHAMPAIGN								
American Indian	1	1	2	1	.	3	1	9
Asian American	25	47	19	11	5	4	1	112
African American	5	10	13	19	14	56	6	123
Hispanic	5	5	5	3	8	24	5	55
White	880	561	792	454	415	637	237	3976
Total	916	624	831	488	442	724	250	4275
INDIANA								
BALL STATE UNIVERSITY								
American Indian	.	.	.	.	1	2	.	3
Asian American	.	.	.	.	1	1	.	2
African American	.	.	.	3	3	30	.	36
Hispanic	.	.	1	2	1	2	.	6
White	.	.	7	75	109	406	.	597
Total	.	.	8	80	115	441	.	644

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
INDIANA STATE UNIVERISTY								
American Indian	.	.	.	.	.	1	.	1
Asian American	.	.	.	.	.	1	.	1
African American	.	.	.	1	.	11	.	12
Hispanic	.	.	.	1	.	1	.	2
White	.	.	24	104	.	80	.	208
Total	.	.	24	106	.	94	.	224
INDIANA UNIVERSITY AT BLOOMNGTON								
American Indian	2	.	3	.	1	5	.	11
Asian American	5	.	8	8	6	5	5	37
African American	2	.	1	14	20	69	7	113
Hispanic	1	.	2	6	11	10	3	33
White	330	.	405	452	842	1002	259	3290
Total	340	.	419	480	880	1091	274	3484
INDIANA UNIVERSITY SCHOOL OF MEDICINE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	.	.	.	.	1
African American	.	.	1	.	.	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	.	.	63	.	.	.	.	63
Total	.	.	65	.	.	.	.	65
PURDUE UNIVERSITY								
American Indian	3	1	4	.	.	1	.	9
Asian American	12	20	13	3	2	1	3	54
African American	2	2	16	6	6	10	4	46
Hispanic	6	12	9	5	2	6	3	43
White	521	462	705	398	143	214	136	2579
Total	544	497	747	412	153	232	146	2731
UNIVERSITY OF NOTRE DAME								
American Indian	1	.		2	1	.	.	4
Asian American	2	3	.	1	.	.	.	6
African American	.	.	1	7	3	.	1	12
Hispanic	4	.	2	20	1	.	3	30
White	91	67	77	182	174	.	68	659
Total	98	70	80	212	179	.	72	711
IOWA								
DRAKE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	2	.	2
African American	.	.	.	.	1	4	.	5
Hispanic	.	.	.	.	.	3	.	3
White	.	.	.	.	23	130	.	153
Total	.	.	.	.	24	139	.	163

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
IOWA STATE UNIVERSITY								
American Indian	2	.	2	.	.	4	.	8
Asian American	8	3	7	.	.	1	.	19
African American	2	.	7	9	.	50	1	69
Hispanic	3	.	7	2	.	2	.	14
White	352	155	546	192	.	253	15	1513
Total	367	158	569	203	.	310	16	1623
MAHARISHI INTERNATIONAL UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	1	.	.	.	.	1
White	.	.	4	.	.	.	.	4
Total	.	.	5	.	.	.	.	5
UNIVERSITY OF IOWA								
American Indian	.	.	1	.	1	2	1	5
Asian American	3	8	10	.	3	2	3	29
African American	1	.	2	6	19	39	.	67
Hispanic	3	1	5	3	10	6	2	30
White	188	45	379	281	582	606	151	2232
Total	195	54	397	290	615	655	157	2363
UNIVERSITY OF NORTHERN IOWA								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	1	.	.	.	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	.	2	.	.	.	17	5	24
Total	.	3	.	.	.	17	5	25
KANSAS								
KANSAS STATE UNIVERSITY								
American Indian	.	.	1	.	.	4	.	5
Asian American	3	2	5	.	.	3	.	13
African American	.	.	2	6	3	72	1	84
Hispanic	2	.	2	2	.	5	.	11
White	76	29	294	96	26	420	35	976
Total	81	31	304	104	29	504	36	1089
UNIVERSITY OF KANSAS								
American Indian	.	.	1	2	.	2	.	5
Asian American	3	5	6	4	2	1	1	22
African American	3	2	1	12	5	33	1	57
Hispanic	.	.	7	12	3	7	2	31
White	144	54	358	484	317	466	87	1910
Total	150	61	373	514	327	509	91	2025

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
WICHITA STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	4	.	.	.	.	.	4
African American	.	.	1	.	.	.	.	1
Hispanic	.	.	1	.	.	.	.	1
White	.	8	18	.	.	.	.	26
Total	.	12	20	.	.	.	.	32
KENTUCKY								
SOUTHERN BAPTIST THEOLOGICAL SEMINARY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	1	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	2	.	1	3
White	.	.	.	.	105	27	140	272
Total	.	.	.	.	107	27	142	276
UNIVERSITY OF KENTUCKY								
American Indian	.	.	1	.	.	.	.	1
Asian American	.	.	4	4	2	.	2	12
African American	.	.	6	8	6	17	1	38
Hispanic	.	.	4	2	7	2	.	15
White	76	32	293	245	130	203	87	1066
Total	76	32	308	259	145	222	90	1132
UNIVERSITY OF LOUISVILLE								
American Indian	.	.	2	.	.	.	.	2
Asian American	.	.	3	2	.	.	.	5
African American	1	.	4	2	.	3	1	11
Hispanic	.	.	1	1	1	.	.	3
White	16	8	128	102	36	29	5	324
Total	17	8	138	107	37	32	6	345
LOUISIANA								
GRAMBLING STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	2	.	2
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	2	.	2
Total	.	.	.	.	.	4	.	4
LOUISIANA STATE UNIVERSITY IN SHREVEPORT								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	19	.	.	.	.	19
Total	.	.	19	.	.	.	.	19

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE								
American Indian	.	.	2	1	1	1	.	5
Asian American	3	3	3	2	1	1	.	13
African American	3	2	8	13	4	11	1	42
Hispanic	4	2	10	5	6	4	.	31
White	139	41	233	177	164	203	75	1032
Total	149	48	256	198	176	220	76	1123
LOUISIANA STATE UNIVERSITY MEDICAL CENTER								
American Indian	.	.	1	.	.	.	.	1
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	2	.	.	.	.	2
White	.	.	74	.	.	.	.	74
Total	.	.	77	.	.	.	.	77
LOUISIANA TECH UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	2	.	.	.	.	1	3
African American	.	.	.	.	.	.	1	1
Hispanic	.	.	.	.	.	.	1	1
White	.	9	.	.	.	.	80	89
Total	.	11	.	.	.	.	83	94
MCNEESE STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	1	.	1
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	13	.	13
Total	.	.	.	.	.	14	.	14
NORTHEASTERN LOUISIANA UNIVERSITY								
American Indian	.	.	.	.	.	1	.	1
Asian American	.	.	2	.	.	.	.	2
African American	.	.	.	.	.	2	.	2
Hispanic	.	.	.	.	.	.	.	.
White	.	.	19	.	.	18	.	37
Total	.	.	21	.	.	21	.	42
NORTHWESTERN STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	2	.	2
Hispanic	.	.	.	.	.	1	.	1
White	.	.	.	.	.	56	.	56
Total	.	.	.	.	.	59	.	59

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
TULANE UNIVERSITY								
American Indian	1	.	1	1	.	.	.	3
Asian American	.	.	2	1	.	.	1	4
African American	1	1	4	3	5	.	3	17
Hispanic	1	1	3	3	16	.	1	25
White	41	23	133	108	108	.	27	440
Total	44	25	143	116	129	.	32	489
UNIVERSITY OF NEW ORLEANS								
American Indian	.	.	.	.	.	.	.	.
Asian American	2	.	.	.	.	.	.	2
African American	1	.	.	.	.	10	.	11
Hispanic	.	.	.	1	.	1	.	2
White	29	.	.	16	.	104	.	149
Total	32	.	.	17	.	115	.	164
UNIVERSITY OF SOUTHWESTERN LOUISANA								
American Indian	.	.	.	.	1	.	.	1
Asian American	1	.	.	.	.	.	.	1
African American	.	.	.	.	1	.	.	1
Hispanic	.	.	.	.	1	.	.	1
White	39	.	3	.	27	.	.	69
Total	40	.	3	.	30	.	.	73
MAINE								
UNIVERSITY OF MAINE								
American Indian	1	.	1	.	.	.	.	2
Asian American	.	1	1	1	.	.	.	3
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	1	.	.	.	.	1
White	19	7	50	49	.	61	.	186
Total	20	8	53	50	.	61	.	192
MARYLAND								
JOHNS HOPKINS UNIVERSITY								
American Indian	.	1	3	.	1	1	.	6
Asian American	8	7	25	2	.	.	.	42
African American	3	5	14	8	2	.	.	32
Hispanic	6	.	9	1	6	2	.	24
White	194	107	668	275	262	42	5	1553
Total	211	120	719	286	271	45	5	1657
MORGAN STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	9	.	9
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	3	.	3
Total	.	.	.	.	.	12	.	12

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
PEABODY INSTITUTE OF JOHNS HOPKINS UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	1	.	.	1
African American	.	.	.	.	3	.	.	3
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	39	.	.	39
Total U.S.	.	.	.	.	43	.	.	43
UNIVERSITY OF MARYLAND								
American Indian	1	.	.	1	.	3	1	6
Asian American	14	15	11	10	5	7	2	64
African American	7	1	18	51	18	124	10	229
Hispanic	13	2	4	15	7	12	1	54
White	421	128	347	585	309	959	108	2857
Total	456	146	380	662	339	1105	122	3210
UNIVERSITY OF MARYLAND BALTIMORE COUNTY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	2	.	.	.	.	2
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	2	1	.	.	.	3
White	3	.	35	17	.	.	.	55
Total	3	.	39	18	.	.	.	60
UNIVERSITY OF MARYLAND EASTERN SHORE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	1	.	.	.	.	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	.	.	.
Total	1	.	.	.	.	.	.	1
UNIVERSITY OF MARYLAND SCHOOL OF MEDICINE								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	7	.	.	.	1	9
African American	1	.	2	.	.	.	9	12
Hispanic	.	.	1	.	.	.	.	1
White	9	.	114	.	.	.	52	175
Total	11	.	124	.	.	.	62	197
MASSACHUSETTS								
BOSTON COLLEGE								
American Indian	.	.	.	1	.	.	.	1
Asian American	.	.	.	1	.	1	.	2
African American	.	.	1	17	3	11	.	32
Hispanic	.	.	.	8	2	6	.	16
White	31	.	20	243	97	349	.	740
Total	31	.	21	270	102	367	.	791

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
BOSTON UNIVERSITY								
American Indian	.	.	.	1	.	6	.	7
Asian American	4	.	8	13	.	13	1	39
African American	.	.	2	35	9	29	3	78
Hispanic	.	.	6	15	10	39	.	70
White	93	3	323	403	268	1112	55	2257
Total	97	3	339	467	287	1199	59	2451
BRANDEIS UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	3	.	3	1	1	.	3	11
African American	1	.	.	21	.	.	14	36
Hispanic	2	.	3	7	1	.	8	21
White	105	.	114	225	163	.	45	652
Total	111	.	120	254	165	.	70	720
CLARK UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	.	.	.	.	.	1
African American	.	.	.	4	.	2	.	6
Hispanic	.	.	.	4	.	.	.	4
White	20	.	15	95	.	21	.	151
Total	21	.	15	103	.	23	.	162
HARVARD UNIVERSITY								
American Indian	1	.	1	1	1	8	1	13
Asian American	16	2	31	15	14	11	1	90
African American	5	.	3	16	14	64	5	107
Hispanic	5	3	6	6	10	42	5	77
White	486	33	547	411	614	554	138	2783
Total	513	38	588	449	653	679	150	3070
MASSACHUSETTS COLLEGE OF PHARMACY AND ALLIED HEALTH								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	2	.	.	.	.	2
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	1	.	8	.	.	.	.	9
Total	1	.	10	.	.	.	.	11
MASSACHUSETTS INSTITUTE OF TECHNOLOGY								
American Indian	1	2	.	1	.	.	.	4
Asian American	34	54	9	5	.	.	2	104
African American	17	6	8	15	.	.	.	46
Hispanic	18	8	3	4	.	.	.	33
White	761	668	254	237	36	.	41	1997
Total U.S.	831	738	274	262	36	.	43	2184

	Physical Science	Engi-neering	Life Sciences	Social Sciences	Human-ities	Edu-cation	Profes-sional	All Fields
NORTHEASTERN UNIVERSITY								
American Indian	.	.	.	.	.	1	.	1
Asian American	6	1	1	.	.	.	.	8
African American	1	.	.	1	.	3	.	5
Hispanic	1	.	.	.	.	.	.	1
White	85	12	32	47	.	90	.	266
Total	93	13	33	48	.	94	.	281
SIMMONS COLLEGE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	4	4
African American	.	.	.	.	.	.	3	3
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	.	26	26
Total	.	.	.	.	.	.	33	33
SMITH COLLEGE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	2	2
White	.	.	.	.	.	.	44	44
Total	.	.	.	.	.	.	46	46
TUFTS UNIVERSITY								
American Indian	.	.	1	.	.	.	.	1
Asian American	1	.	2	2	1	.	.	6
African American	.	.	.	2	3	.	.	5
Hispanic	1	1	.	2	.	.	.	4
White	36	12	108	144	57	.	.	357
Total	38	13	111	150	61	.	.	373
UNIVERSITY MEDICAL SCHOOL OF MASSACHUSETTS AT WORCESTER								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	2	.	.	.	.	2
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	5	.	.	.	.	5
Total	.	.	7	.	.	.	.	7
UNIVERSITY OF MASSACHUSETTS AT AMHERST								
American Indian	.	.	.	.	.	2	.	2
Asian American	7	7	4	4	4	12	2	40
African American	3	3	1	24	4	125	4	164
Hispanic	7	4	2	21	11	47	5	97
White	367	124	296	412	188	788	114	2289
Total	384	138	303	461	207	974	125	2592

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UNIVERSITY OF LOWELL								
American Indian	.	.	.	.	.	1	.	1
Asian American	3	1	1	.	.	.	.	5
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	36	.	8	.	.	5	.	49
Total	39	1	9	.	.	6	.	55
WORCESTER POLYTECHNIC INSTITUTE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	1	.	.	.	.	.	1
White	5	21	11	.	.	.	.	37
Total	5	22	11	.	.	.	.	38
MICHIGAN								
ANDREWS UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	1	.	1	.	2
African American	.	.	.	.	.	6	.	6
Hispanic	.	.	.	.	.	4	1	5
White	.	.	.	6	7	53	5	71
Total	.	.	.	7	7	64	6	84
MICHIGAN STATE UNIVERSITY								
American Indian	.	.	5	4	1	6	2	18
Asian American	6	4	18	10	2	8	3	51
African American	.	3	22	31	10	91	8	165
Hispanic	5	.	10	21	8	20	3	67
White	287	99	824	547	214	752	222	2945
Total	298	106	879	613	235	877	238	3246
MICHIGAN TECHNOLOGICAL UNIVERSITY								
American Indian	.	1	.	.	.	.	.	1
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	13	26	.	.	.	.	.	39
Total	13	27	.	.	.	.	.	40
OAKLAND UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	1	.	1
Hispanic	.	.	.	.	.	.	.	.
White	.	7	.	.	.	6	.	13
Total	.	7	.	.	.	7	.	14

	Physical Science	Engi-neering	Life Sciences	Social Sciences	Human-ities	Edu-cation	Profes-sional	All Fields
THE UNIVERSITY OF DETROIT MERCY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	1	.	1	.	.	.	2
African American	.	.	.	3	1	.	.	4
Hispanic	.	.	.	.	.	.	.	.
White	1	6	.	69	12	.	.	88
Total	1	7	.	73	13	.	.	94
UNIVERSITY OF MICHIGAN								
American Indian	4	1	3	2	3	1	1	15
Asian American	12	22	18	25	12	8	9	106
African American	9	5	6	80	41	151	28	320
Hispanic	4	2	7	34	22	23	4	96
White	438	296	731	786	741	634	171	3797
Total	467	326	765	927	819	817	213	4334
WAYNE STATE UNIVERSITY								
American Indian	.	.	.	.	.	2	.	2
Asian American	3	8	7	5	.	4	1	28
African American	1	2	5	16	6	119	4	153
Hispanic	5	.	1	5	1	9	1	22
White	90	30	235	279	67	374	29	1104
Total	99	40	248	305	74	508	35	1309
WESTERN MICHIGAN UNIVERSITY								
American Indian	.	.	.	1	.	1	.	2
Asian American	1	.	.	1	.	10	4	16
African American	1	.	.	1	.	14	1	17
Hispanic	.	.	.	4	.	3	.	7
White	15	.	1	91	.	294	7	408
Total	17	.	1	98	.	322	12	450
MINNESOTA								
UNIVERSITY OF MINNESOTA , TWIN CITIES								
American Indian	.	.	2	4	1	2	.	9
Asian American	11	19	23	7	.	7	6	73
African American	1	1	5	15	13	35	4	74
Hispanic	1	1	7	9	7	8	.	33
White	403	200	1026	715	496	670	225	3735
Total	416	221	1063	750	517	722	235	3924
MISSISSIPPI								
DELTA STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	1	.	1
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	7	.	7
Total	.	.	.	.	.	8	.	8

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
JACKSON STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	1	.	1
African American	.	.	.	.	.	4	.	4
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	3	.	3
Total	.	.	.	.	.	8	.	8
MISSISSIPPI STATE UNIVERSITY								
American Indian	1	.	1	.	.	.	.	2
Asian American	.	3	3	1	.	2	2	11
African American	1	.	8	7	2	34	1	53
Hispanic	.	.	2	.	.	1	.	3
White	12	29	161	49	10	215	69	545
Total	14	32	175	57	12	252	72	614
UNIVERSITY OF MISSISSIPPI MEDICAL CENTER								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	2	.	.	.	.	2
African American	.	.	2	.	.	.	.	2
Hispanic	.	.	1	.	.	.	.	1
White	.	.	44	.	.	.	.	44
Total	.	.	49	.	.	.	.	49
UNIVERSITY OF MISSISSIPPI								
American Indian	.	.	.	.	.	.	1	1
Asian American	.	2	.	.	.	.	.	2
African American	3	1	3	4	1	20	.	32
Hispanic	.	.	.	1	.	1	.	2
White	26	13	45	141	47	309	45	626
Total	29	16	48	146	48	330	46	663
UNIVERSITY OF SOUTHERN MISSISSIPPI								
American Indian	.	.	.	1	.	3	.	4
Asian American	.	.	2	1	.	3	.	6
African American	2	.	2	7	2	47	2	62
Hispanic	.	.	.	4	1	4	.	9
White	38	.	32	275	52	369	19	785
Total	40	.	36	288	55	426	21	866
MISSOURI								
AQUINAS INSTITUTE OF THEOLOGY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	1	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	.	6	6
Total	.	.	.	.	.	.	7	7

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
CONCORDIA SEMINRY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	.	11	11
Total	.	.	.	.	.	.	11	11
MIDWESTERN BAPTIST THEOLOGICAL SEMINARY								
American Indian	.	.	.	.	1	.	.	1
Asian American	.	.	.	.	.	1	1	2
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	35	.	59	94
Total	.	.	.	.	36	1	60	97
ST. LOUIS UNIVERSITY								
American Indian	.	.	.	.	.	1	.	1
Asian American	1	.	2	4	.	3	3	13
African American	1	.	.	17	1	66	5	90
Hispanic	1	.	1	2	4	2	.	10
White	33	.	119	211	115	422	79	979
Total	36	.	122	234	120	494	87	1093
UNIVERSITY OF MISSOURI–COLUMBIA								
American Indian	.	.	3	4	.	1	.	8
Asian American	.	8	7	3	.	3	3	24
African American	.	1	5	6	7	25	7	51
Hispanic	1	2	5	5	5	3	.	21
White	68	69	340	393	144	602	116	1732
Total	69	80	360	411	156	634	126	1836
UNIVERSITY OF MISSOURI–KANSAS CITY								
American Indian	.	.	.	1	.	.	.	1
Asian American	3	.	1	.	1	1	.	6
African American	.	.	.	2	2	3	.	7
Hispanic	.	.	1	.	.	3	.	4
White	14	.	10	83	58	123	.	288
Total	17	.	12	86	61	130	.	306
UNIVERSITY OF MISSOURI–ROLLA								
American Indian	1	.	.	.	.	.	.	1
Asian American	1	1	.	.	.	.	.	2
African American	1	.	.	.	.	.	.	1
Hispanic	.	2	.	.	.	.	.	2
White	87	69	.	.	.	.	.	156
Total	90	72	.	.	.	.	.	162

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UNIVERSITY OF MISSOURI–ST. LOUIS								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	.	.	.	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	1	.	1
White	14	.	.	.	.	37	.	51
Total	15	.	.	.	.	38	.	53
WASHINGTON UNIVERSITY								
American Indian	1	.	.	1	.	.	.	2
Asian American	2	5	10	1	1	.	1	20
African American	3	1	3	14	12	15	5	53
Hispanic	1	.	2	4	3	.	.	10
White	143	52	282	245	149	59	45	975
Total	150	58	297	265	165	74	51	1060
MONTANA								
MONTANA STATE UNIVERSITY								
American Indian	.	.	.	.	.	2	.	2
Asian American	2	1	.	.	.	.	.	3
African American	.	1	.	.	.	.	.	1
Hispanic	.	.	1	.	.	.	.	1
White	70	11	49	.	.	97	.	227
Total	72	13	50	.	.	99	.	234
UNIVERSITY OF MONTANA								
American Indian	.	.	.	1	.	1	.	2
Asian American	.	.	3	.	.	.	.	3
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	1	.	.	.	.	1
White	26	.	63	99	.	51	.	239
Total	26	.	67	100	.	52	.	245
NEBRASKA								
UNIVERSITY OF NEBRASKA–LINCOLN								
American Indian	1	1	.	3	1	2	.	8
Asian American	5	.	10	4	.	.	2	21
African American	1	.	5	17	4	34	.	61
Hispanic	2	.	2	9	2	10	1	26
White	144	40	384	323	156	560	158	1765
Total	153	41	401	356	163	606	161	1881

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
NEVADA								
UNIVERSITY OF NEVADA								
American Indian	.	.	.	1	.	1	.	2
Asian American	3	.	1	1	.	.	.	5
African American	.	.	.	2	.	1	.	3
Hispanic	1	.	1	4	.	3	.	9
White	33	2	30	73	6	56	.	200
Total	37	2	32	81	6	61	.	219
UNIVERSITY OF NEVADA, LAS VEGAS								
American Indian	.	.	.	.	.	2	.	2
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	2	.	2
Hispanic	.	.	.	.	.	3	.	3
White	.	.	.	.	.	62	.	62
Total	.	.	.	.	.	69	.	69
NEW HAMPSHIRE								
DARTMOUTH COLLEGE								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	1	3	.	.	.	.	5
African American	1	.	.	.	.	.	.	1
Hispanic	1	.	1	.	.	.	.	2
White	112	12	81	30	.	.	.	235
Total	115	13	85	30	.	.	.	243
UNIVERSITY OF NEW HAMPSHIRE								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	2	.	.	.	.	3
African American	1	.	.	.	.	.	.	1
Hispanic	.	.	.	1	.	.	.	1
White	60	17	85	94	47	.	.	303
Total	62	17	87	95	47	.	.	308
NEW JERSEY								
DREW UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	2	.	3	5
African American	.	.	.	.	2	.	1	3
Hispanic	.	.	.	.	.	.	2	2
White	.	.	.	6	92	.	56	154
Total	.	.	.	6	96	.	62	164

	Physical Science	Engi-neering	Life Sciences	Social Sciences	Human-ities	Edu-cation	Profes-sional	All Fields
FAIRLEIGH DICKINSON UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	11	.	11
Hispanic	.	.	.	.	.	4	.	4
White	.	.	.	.	.	90	.	90
Total	.	.	.	.	.	105	.	105
NEW JERSEY INSTITUTE OF TECHNOLOGY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	8	.	.	.	.	.	8
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	27	.	.	.	.	.	27
Total	.	35	.	.	.	.	.	35
NEW JERSEY MEDICAL SCHOOL								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	6	.	.	.	.	6
African American	.	.	1	.	.	.	.	1
Hispanic	.	.	2	.	.	.	.	2
White	.	.	70	.	.	.	.	70
Total	.	.	79	.	.	.	.	79
PRINCETON THEOLOGICAL SEMINARY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	1	.	1	2
Hispanic	.	.	.	.	.	.	2	2
White	.	.	.	.	24	.	53	77
Total	.	.	.	.	25	.	56	81
PRINCETON UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	21	9	6	4	8	.	.	48
African American	3	.	1	18	18	.	.	40
Hispanic	5	3	.	7	21	.	.	36
White	510	172	124	279	494	.	2	1581
Total	539	184	131	308	541	.	2	1705
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY–NEWARK								
American Indian	.	.	.	.	.	.	.	.
Asian American	4	.	3	1	.	.	.	8
African American	.	.	.	2	.	.	.	2
Hispanic	3	.	1	.	.	.	1	5
White	29	.	56	75	.	.	2	162
Total	36	.	60	78	.	.	3	177

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
RUTGERS UNIVERSITY THE STATE UNIVERSITY OF NEW JERSEY–NEW BRUNSWICK								
American Indian	1	.	1	.	.	4	.	6
Asian American	10	13	28	2	.	10	2	65
African American	4	1	7	17	6	128	10	173
Hispanic	3	4	14	13	14	22	.	70
White	239	81	539	374	297	849	93	2472
Total	257	99	589	406	317	1013	105	2786
SETON HALL UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	.	.	.	1	.	2
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	1	.	3	.	4
White	39	.	7	27	.	32	.	105
Total	40	.	7	28	.	36	.	111
STEVENS INSTITUTE OF TECHNOLOGY								
American Indian	.	.	.	.	.	.	.	.
Asian American	2	1	.	.	.	.	.	3
African American	1	.	.	.	.	.	.	1
Hispanic	1	.	.	.	.	.	.	1
White	56	25	.	.	.	.	.	81
Total	60	26	.	.	.	.	.	86
NEW MEXICO								
NEW MEXICO INSTITUTE OF MINING AND TECHNOLOGY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	18	.	.	.	.	.	.	18
Total	18	.	.	.	.	.	.	18
NEW MEXICO STATE UNIVERSITY								
American Indian	.	.	.	1	.	.	.	1
Asian American	.	3	2	.	.	.	.	5
African American	1	.	.	.	.	1	.	2
Hispanic	2	2	6	3	.	37	.	50
White	66	33	86	43	.	101	.	329
Total	69	38	94	47	.	139	.	387
UNIVERSITY OF NEW MEXICO								
American Indian	.	1	.	3	4	8	.	16
Asian American	3	5	.	.	1	4	.	13
African American	3	2	.	.	1	.	.	6
Hispanic	3	6	3	13	31	51	.	107
White	122	71	110	188	162	251	.	904
Total	131	85	113	204	199	314	.	1046

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
NEW YORK								
ADELPHI UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	.	.	.	1	2
African American	1	.	1	32	.	.	7	41
Hispanic	1	.	.	17	.	.	3	21
White	21	.	30	234	.	.	71	356
Total	23	.	32	283	.	.	82	420
ALBANY MEDICAL COLLEGE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	67	.	.	.	.	67
Total	.	.	67	.	.	.	.	67
ALBERT EINSTEIN COLLEGE OF MEDICINE OF YESHIVA UNIVERSITY								
American Indian	.	.	1	.	.	.	.	1
Asian American	.	.	11	.	.	.	.	11
African American	.	.	3	.	.	.	.	3
Hispanic	.	.	2	.	.	.	.	2
White	.	.	189	.	.	.	.	189
Total	.	.	206	.	.	.	.	206
ALFRED UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	1	.	.	.	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	21	.	.	.	.	.	21
Total	.	22	.	.	.	.	.	22
CITY UNIVERSITY OF NEW YORK GRADUATE SCHOOL AND UNIVERSITY CENTER								
American Indian	.	.	.	.	3	2	1	6
Asian American	14	8	11	16	1	1	2	53
African American	7	2	5	41	11	3	8	77
Hispanic	3	1	10	38	45	.	5	102
White	109	32	309	648	359	31	81	1569
Total	133	43	335	743	419	37	97	1807
CLARKSON UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	.	.	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	2	2	.	.	.	.	.	4
White	36	34	1	.	.	.	.	71
Total	38	36	2	.	.	.	.	76

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
COLUMBIA UNIVERSITY								
American Indian	2	1	1	.	.	1	.	5
Asian American	22	19	21	21	16	1	11	111
African American	2	3	2	42	23	6	26	104
Hispanic	7	3	10	20	24	1	11	76
White	414	119	381	739	811	86	234	2784
Total	447	145	415	822	874	95	282	3080
CORNELL UNIVERSITY								
American Indian	5	1	1	4	1	.	.	12
Asian American	28	22	15	10	6	1	1	83
African American	3	11	13	26	13	6	2	74
Hispanic	7	14	16	11	16	4	.	68
White	660	319	878	482	387	117	72	2915
Total	703	367	923	533	423	128	75	3152
CORNELL UNIVERSITY MEDICAL CENTER								
American Indian	.	.	1	.	.	.	.	1
Asian American	.	.	7	.	.	.	.	7
African American	.	.	2	.	.	.	.	2
Hispanic	.	.	4	.	.	.	.	4
White	.	.	154	.	.	.	.	154
Total	.	.	168	.	.	.	.	168
FORDHAM UNIVERSITY								
American Indian	.	.	.	.	1	1	.	2
Asian American	1	.	.	3	.	1	1	6
African American	1	.	2	9	.	33	2	47
Hispanic	.	.	2	16	7	36	6	67
White	12	.	63	438	130	321	96	1060
Total	14	.	67	466	138	392	105	1182
HOFSTRA UNIVERSITY								
American Indian	.	.	.	1	.	.	.	1
Asian American	.	.	.	2	.	.	.	2
African American	.	.	.	6	.	5	.	11
Hispanic	.	.	.	8	.	10	.	18
White	.	.	.	376	.	155	.	531
Total	.	.	.	393	.	170	.	563
JEWISH THEOLOGICAL SEMINARY OF AMERICA								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	1	.	.	1
White	.	.	.	.	26	.	.	26
Total	.	.	.	.	27	.	.	27

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
LONG ISLAND UNIVERSITY–BROOKLYN CAMPUS								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	1	.	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	1	.	.	.	1
White	.	.	.	108	.	.	.	108
Total	.	.	.	110	.	.	.	110
MANHATTAN SCHOOL OF MUSIC								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	1	.	.	1
African American	.	.	.	.	1	.	.	1
Hispanic	.	.	.	.	1	.	.	1
White	.	.	.	.	42	.	.	42
Total	.	.	.	.	45	.	.	45
NEW SCHOOL OF SOCIAL RESEARCH								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	6	.	.	.	6
African American	.	.	.	6	.	.	.	6
Hispanic	.	.	.	10	4	.	.	14
White	.	.	.	281	23	.	.	304
Total	.	.	.	303	27	.	.	330
NEW YORK MEDICAL COLLEGE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	3	.	.	.	.	3
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	44	.	.	.	.	44
Total	.	.	47	.	.	.	.	47
NEW YORK UNIVERSITY								
American Indian	.	.	1	2	3	3	.	9
Asian American	10	.	23	8	13	14	6	74
African American	4	.	15	38	17	43	22	139
Hispanic	6	.	13	31	43	42	7	142
White	250	.	495	699	729	577	256	3006
Total	270	.	547	778	805	679	291	3370
PACE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	1	1
Hispanic	.	.	.	.	.	.	1	1
White	.	.	.	.	.	.	33	33
Total	.	.	.	.	.	.	35	35

	Physical Science	Engi-neering	Life Sciences	Social Sciences	Human-ities	Edu-cation	Profes-sional	All Fields
POLYTECHNIC UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	20	25	.	.	.	.	1	46
African American	3	.	.	.	.	.	.	3
Hispanic	3	1	.	.	.	.	.	4
White	82	60	.	.	.	.	3	145
Total	108	86	.	.	.	.	4	198
RENSSELAER POLYTECHNIC INSTITUTE								
American Indian	1	1	.	.	.	.	.	2
Asian American	4	9	.	2	.	.	.	15
African American	2	6	.	1	.	.	1	10
Hispanic	.	8	.	.	.	.	2	10
White	183	235	32	18	.	.	51	519
Total	190	259	32	21	.	.	54	556
ROCKEFELLER UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	6	.	.	.	.	6
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	1	.	.	.	1
White	.	.	133	4	.	.	.	137
Total	.	.	139	5	.	.	.	144
ST. JOHN'S UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	17	2	.	.	.	20
African American	.	.	.	4	2	6	.	12
Hispanic	.	.	3	1	1	.	.	5
White	5	.	83	222	64	127	.	501
Total	6	.	103	229	67	133	.	538
STATE UNIVERSITY OF NEW YORK COLLEGE AT ALBANY								
American Indian	.	.	.	.	1	.	.	1
Asian American	2	.	1	3	.	.	1	7
African American	2	.	.	6	1	6	.	15
Hispanic	2	.	.	8	9	6	1	26
White	83	.	60	335	124	235	23	860
Total	89	.	61	352	135	247	25	909
STATE UNIVERSITY OF NEW YORK COLLEGE AT BINGHAMTON								
American Indian	2	.	.	1	.	.	.	3
Asian American	3	.	2	10	1	.	.	16
African American	3	.	.	.	5	.	.	8
Hispanic	.	.	.	7	5	.	.	12
White	91	6	30	185	145	.	.	457
Total	99	6	32	203	156	.	.	496

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
STATE UNIVERSITY OF NEW YORK AT BUFFALO								
American Indian	.	.	1	.	.	1	.	2
Asian American	5	11	20	3	2	7	1	49
African American	1	.	8	11	11	37	7	75
Hispanic	3	1	5	3	7	11	.	30
White	190	59	466	384	292	473	64	1928
Total	199	71	500	401	312	529	72	2084
STATE UNIVERSITY OF NEW YORK AT STONY BROOK								
American Indian	.	.	1	2	.	.	.	3
Asian American	16	.	13	6	5	.	.	40
African American	.	1	.	15	11	.	.	27
Hispanic	7	.	2	11	15	.	.	35
White	254	20	240	325	242	.	.	1081
Total	277	21	256	359	273	.	.	1186
STATE UNIVERSITY OF NEW YORK COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	.	.	.	.	.	1
African American	.	.	1	.	.	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	28	5	72	.	.	.	1	106
Total	29	5	73	.	.	.	1	108
STATE UNIVERSITY OF NEW YORK HEALTH SCIENCE CENTER AT BROOKLYN								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	5	.	.	.	.	5
African American	.	.	1	.	.	.	.	1
Hispanic	.	.	2	.	.	.	.	2
White	.	.	52	.	.	.	.	52
Total	.	.	60	.	.	.	.	60
STATE UNIVERSITY OF NEW YORK HEALTH SCIENCE CENTER AT SYRACUSE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	68	.	.	.	.	68
Total	.	.	68	.	.	.	.	68
SYRACUSE UNIVERSITY								
American Indian	.	.	.	2	.	.	.	2
Asian American	3	3	2	7	2	4	1	22
African American	2	.	2	6	3	17	4	34
Hispanic	1	.	.	8	2	4	.	15
White	103	53	89	378	138	331	104	1196
Total	109	56	93	401	145	356	109	1269

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
TEACHERS COLLEGE, COLUMBIA								
American Indian	.	.	.	.	.	5	.	5
Asian American	.	.	.	.	.	56	.	56
African American	.	.	.	.	.	200	.	200
Hispanic	.	.	.	.	.	72	.	72
White	.	.	.	.	.	1729	.	1729
Total	.	.	.	.	.	2062	.	2062
THE JUILLIARD SCHOOL								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	2	.	.	2
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	1	.	.	1
White	.	.	.	.	76	.	.	76
Total	.	.	.	.	79	.	.	79
UNION COLLEGE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	1	.	.	.	.	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	2	.	.	.	.	.	.	2
Total	3	.	.	.	.	.	.	3
UNION THEOLOGICAL SEMINARY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	2	.	8	10
Hispanic	.	.	.	.	.	.	1	1
White	.	.	.	.	14	.	34	48
Total	.	.	.	.	16	.	43	59
UNIVERSITY OF ROCHESTER								
American Indian	.	.	1	.	2	.	.	3
Asian American	5	3	10	8	2	1	.	29
African American	2	.	.	5	5	2	.	14
Hispanic	4	.	1	1	2	.	.	8
White	341	39	349	191	305	179	15	1419
Total	352	42	361	205	316	182	15	1473
YESHIVA UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	1	.	.	.	1
African American	.	.	.	5	.	2	3	10
Hispanic	.	.	.	8	.	1	.	9
White	12	.	.	266	.	87	42	407
Total	12	.	.	280	.	90	45	427

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
NORTH CAROLINA								
DUKE UNIVERSITY								
American Indian	.	2	.	.	.	2	.	4
Asian American	1	2	12	1	1	.	.	17
African American	2	.	.	15	15	9	1	42
Hispanic	4	1	7	3	2	1	.	18
White	251	90	479	283	295	123	26	1547
Total	258	95	498	302	313	135	27	1628
EAST CAROLINA UNIVERSITY SCHOOL OF MEDICINE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	13	.	.	.	.	13
Total	.	.	13	.	.	.	.	13
NORTH CAROLINA STATE UNIVERSITY								
American Indian	.	2	4	1	.	5	.	12
Asian American	6	8	5	3	.	2	.	24
African American	3	5	14	13	.	27	.	62
Hispanic	1	2	10	2	.	5	.	20
White	169	175	588	158	.	263	1	1354
Total	179	192	621	177	.	302	1	1472
NORTH CAROLINA STATE UNIVERSITY AT CHAPEL HILL								
American Indian	.	.	3	2	.	1	.	6
Asian American	4	1	15	6	3	1	1	31
African American	7	.	28	37	18	26	7	123
Hispanic	2	.	7	13	6	4	2	34
White	441	35	686	510	480	300	133	2585
Total	454	36	739	568	507	332	143	2779
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO								
American Indian	.	.	.	2	.	2	.	4
Asian American	.	.	.	.	.	.	.	.
African American	.	.	2	4	.	48	9	63
Hispanic	.	.	.	1	.	5	1	7
White	.	.	19	119	.	398	58	594
Total	.	.	21	126	.	453	68	668
WAKE FOREST UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	3	.	.	.	.	3
Hispanic	.	.	2	.	.	.	.	2
White	2	.	124	.	.	.	.	126
Total	2	.	129	.	.	.	.	131

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
NORTH DAKOTA								
NORTH DAKOTA STATE UNIVERSITY								
American Indian	.	.	1	.	.	.	.	1
Asian American	2	.	2	.	.	.	.	4
African American	1	.	.	.	.	.	.	1
Hispanic	.	.	1	.	.	.	.	1
White	33	5	107	.	.	.	.	145
Total	36	5	111	.	.	.	.	152
UNIVERSITY OF NORTH DAKOTA								
American Indian	.	.	.	1	.	12	.	13
Asian American	.	.	1	.	.	.	.	1
African American	.	.	.	.	.	3	.	3
Hispanic	.	.	.	.	.	.	.	.
White	41	.	79	93	35	127	.	375
Total	41	.	80	94	35	142	.	392
OHIO								
AIR FORCE INSTITUTE OF TECHNOLOGY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	1	.	.	.	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	.	51	.	.	.	.	.	51
Total	.	52	.	.	.	.	.	52
BOWLING GREEN STATE UNIVERSITY								
American Indian	.	.	1	.	.	1	.	2
Asian American	.	.	2	1	1	1	.	5
African American	.	.	2	5	11	16	5	39
Hispanic	.	.	2	6	1	5	2	16
White	8	.	46	177	117	102	70	520
Total	8	.	53	189	130	125	77	582
CASE WESTERN RESERVE UNIVERSITY								
American Indian	.	.	.	.	.	.	1	1
Asian American	3	14	5	2	1	1	1	27
African American	3	2	5	9	3	4	13	39
Hispanic	2	3	1	3	1	.	1	11
White	159	147	249	161	123	50	120	1009
Total	167	166	260	175	128	55	136	1087
CLEVELAND STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	3	5	4	.	.	.	.	12
African American	.	.	.	.	.	.	.	.
Hispanic	.	1	.	.	.	.	.	1
White	20	11	15	.	.	.	.	46
Total	23	17	19	.	.	.	.	59

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
HEBREW UNION COLLEGE–JEWISH INSTITUTE OF RELIGION								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	25	.	.	25
Total	.	.	.	.	25	.	.	25
KENT STATE UNIVERSITY								
American Indian	.	.	.	1	.	1	.	2
Asian American	1	.	1	4	2	.	1	9
African American	3	.	2	16	4	28	3	56
Hispanic	.	.	.	3	.	3	2	8
White	58	.	72	264	146	293	80	913
Total	62	.	75	288	152	325	86	988
MEDICAL COLLEGE OF OHIO								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	24	.	.	.	.	24
Total	.	.	24	.	.	.	.	24
MIAMI UNIVERSITY								
American Indian	1	.	.	.	.	.	.	1
Asian American	.	.	.	.	2	2	.	4
African American	.	.	.	.	3	6	.	9
Hispanic	.	.	.	2	.	.	.	2
White	43	.	67	86	44	111	.	351
Total	44	.	67	88	49	119	.	367
OHIO STATE UNIVERSITY								
American Indian	.	.	1	2	1	8	2	14
Asian American	11	13	18	10	5	10	3	70
African American	6	1	26	40	21	139	24	257
Hispanic	8	1	9	10	7	14	11	60
White	411	203	701	662	420	1127	329	3853
Total	436	218	755	724	454	1298	369	4254
OHIO UNIVERSITY								
American Indian	.	.	.	1	.	.	.	1
Asian American	1	.	.	1	3	.	2	7
African American	1	.	.	.	1	11	5	18
Hispanic	1	.	1	.	.	4	.	6
White	30	8	51	143	83	128	93	536
Total	33	8	52	145	87	143	100	568

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UNIVERSITY OF AKRON								
American Indian	1	.	.	.	.	.	.	1
Asian American	10	7	.	1	.	.	.	18
African American	1	.	.	2	.	30	.	33
Hispanic	1	1	.	.	.	.	.	2
White	63	22	2	123	7	243	.	460
Total	76	30	2	126	7	273	.	514
UNIVERSITY OF CINCINNATI								
American Indian	.	1	.	.	.	1	.	2
Asian American	2	8	4	7	1	2	1	25
African American	1	3	9	19	10	41	7	90
Hispanic	.	.	6	.	3	4	.	13
White	178	61	270	209	216	382	74	1390
Total	181	73	289	235	230	430	82	1520
UNIVERSITY OF DAYTON								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	2	.	.	.	.	.	2
African American	.	.	.	.	.	.	.	.
Hispanic	.	3	1	.	.	.	.	4
White	.	31	4	.	.	.	.	35
Total	.	36	5	.	.	.	.	41
UNIVERSITY OF TOLEDO								
American Indian	.	.	.	.	.	1	.	1
Asian American	1	.	.	.	.	2	.	3
African American	.	.	.	3	.	15	.	18
Hispanic	1	1	.	.	.	2	.	4
White	12	26	16	85	30	237	.	406
Total	14	27	16	88	30	257	.	432
WRIGHT STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	1	.	.	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	.	.	3	.	.	.	.	3
Total	.	.	4	.	.	.	.	4
OKLAHOMA								
OKLAHOMA STATE UNIVERSITY								
American Indian	1	.	1	9	2	17	.	30
Asian American	1	3	1	5	.	3	.	13
African American	1	2	5	4	2	35	8	57
Hispanic	1	1	1	8	1	7	2	21
White	75	80	241	195	49	607	131	1378
Total	79	86	249	221	54	669	141	1499

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UNIVERSITY OF OKLAHOMA								
American Indian	.	.	5	4	5	14	4	32
Asian American	5	7	5	7	3	3	1	31
African American	.	2	9	6	1	27	2	47
Hispanic	.	1	9	5	1	8	1	25
White	97	56	248	208	156	276	73	1114
Total	102	66	276	230	166	328	81	1249
UNIVERSITY OF TULSA								
American Indian	.	.	.	.	1	3	.	4
Asian American	1	.	.	.	.	1	.	2
African American	.	.	.	.	1	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	6	12	.	.	31	84	.	133
Total	7	12	.	.	33	88	.	140
OREGON								
OREGON GRADUATE INSTITUTE OF SCIENCE AND TECHNOLOGY								
American Indian	.	.	.	.	.	.	.	.
Asian American	2	.	.	.	.	.	.	2
African American	.	.	.	.	.	.	.	.
Hispanic	1	.	.	.	.	.	.	1
White	37	6	.	.	.	.	.	43
Total	40	6	.	.	.	.	.	46
OREGON HEALTH SCIENCES UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	5	.	.	.	.	5
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	65	.	.	.	.	65
Total	.	.	70	.	.	.	.	70
OREGON STATE UNIVERSITY								
American Indian	2	.	.	1	.	1	.	4
Asian American	3	6	13	2	.	7	1	32
African American	.	.	5	.	.	5	.	10
Hispanic	.	.	6	1	.	2	1	10
White	176	23	442	47	.	189	22	899
Total	181	29	466	51	.	204	24	955
PORTLAND STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	3	.	.	.	3
Hispanic	.	.	.	.	.	.	.	.
White	20	11	4	58	.	.	4	97
Total	20	11	4	61	.	.	4	100

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UNIVERSITY OF OREGON								
American Indian	.	.	2	1	.	3	.	6
Asian American	3	.	3	11	1	13	2	33
African American	.	.	.	9	3	7	1	20
Hispanic	.	.	3	7	4	8	.	22
White	143	.	145	359	221	528	103	1499
Total	146	.	153	387	229	559	106	1580
WESTERN CONSERVATIVE BAPTIST SEMINARY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	1	1	.	.	2
White	.	.	.	44	9	.	.	53
Total	.	.	.	45	10	.	.	55
PENNSYLVANIA								
BRYN MAWR COLLEGE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	.	.	.	1	2
African American	.	.	1	2	4	1	8	16
Hispanic	.	.	.	1	3	.	1	5
White	17	.	17	108	120	7	44	313
Total	17	.	19	111	127	8	54	336
CARNEGIE MELLON UNIVERSITY								
American Indian	.	1	.	.	.	.	.	1
Asian American	10	10	1	1	1	.	1	24
African American	2	4	1	.	4	.	.	11
Hispanic	3	1	.	.	1	.	.	5
White	175	265	31	80	115	.	25	691
Total	190	281	33	81	121	.	26	732
DREXEL UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	7	2	.	.	.	.	10
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	62	59	22	.	.	.	14	157
Total	63	66	24	.	.	.	14	167
DUQUESNE UNIVERSITY								
American Indian	.	.	.	.	1	.	.	1
Asian American	.	.	.	1	1	.	.	2
African American	.	.	.	.	1	.	.	1
Hispanic	.	.	.	1	.	.	.	1
White	7	.	3	57	53	.	7	127
Total	7	.	3	59	56	.	7	132

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
HAHNEMANN UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	.	.	.	.	1
African American	.	.	2	.	.	.	.	2
Hispanic	.	.	.	.	.	.	.	.
White	.	.	52	.	.	.	.	52
Total	.	.	55	.	.	.	.	55
INDIANA UNIVERSITY OF PENNSYLVANIA								
American Indian	.	.	.	.	1	.	.	1
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	7	4	.	11
Hispanic	.	.	.	.	2	.	.	2
White	.	.	.	.	65	46	.	111
Total	.	.	.	.	75	50	.	125
LEHIGH UNIVERSITY								
American Indian	1	.	.	1	.	.	.	2
Asian American	4	5	.	.	.	1	.	10
African American	1	.	.	2	.	5	.	8
Hispanic	1	2	.	.	.	6	.	9
White	91	84	35	33	34	157	11	445
Total	98	91	35	36	34	169	11	474
MEDICAL COLLEGE OF PENNSYLVANIA								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	39	.	.	.	.	39
Total	.	.	39	.	.	.	.	39
PENNSYLVANIA STATE UNIVERSITY								
American Indian	1	.	2	.	1	24	.	28
Asian American	8	9	4	5	2	3	.	31
African American	2	1	3	27	2	37	3	75
Hispanic	11	4	5	5	8	52	3	88
White	534	232	519	496	208	724	157	2870
Total	556	246	533	533	221	840	163	3092
PHILADELPHIA COLLEGE OF PHARMACY AND SCIENCE								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	2	.	.	.	.	3
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	1	.	.	.	.	1
White	6	.	23	.	.	.	.	29
Total U.S.	7	.	26	.	.	.	.	33

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
TEMPLE UNIVERSITY								
American Indian	.	.	.	1	1	3	1	6
Asian American	5	.	6	5	5	11	3	35
African American	.	.	1	18	2	141	3	165
Hispanic	1	.	.	13	6	18	1	39
White	68	.	161	491	192	1144	79	2135
Total	74	.	168	528	206	1317	87	2380
THOMAS JEFFERSON UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	3	.	.	.	.	3
African American	.	.	2	.	.	.	.	2
Hispanic	.	.	1	.	.	.	.	1
White	.	.	98	.	.	.	.	98
Total	.	.	104	.	.	.	.	104
UNIVERSITY OF PENNSYLVANIA								
American Indian	.	1	2	.	.	1	.	4
Asian American	11	10	13	5	8	1	11	59
African American	2	4	3	8	12	43	8	80
Hispanic	8	6	3	8	12	1	2	40
White	313	174	470	596	539	416	177	2685
Total	334	195	491	617	571	462	198	2868
UNIVERSITY OF PITTSBURGH								
American Indian	.	.	1	.	.	6	3	10
Asian American	8	6	9	7	2	3	7	42
African American	4	.	15	29	9	125	30	212
Hispanic	1	1	2	4	10	7	4	29
White	227	56	372	442	221	1109	224	2651
Total	240	63	399	482	242	1250	268	2944
VILLANOVA UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	.	.	.	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	24	.	.	.	.	.	.	24
Total	25	.	.	.	.	.	.	25
WESTMINSTER THEOLOGICAL SEMINARY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	1	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	.	18	18
Total	.	.	.	.	.	.	19	19

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
PUERTO RICO								
CARIBBEAN CENTER FOR ADVANCED STUDIES								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	9	.	.	.	9
White	.	.	.	1	.	.	.	1
Total	.	.	.	10	.	.	.	10
UNIVERSIDAD INTERAMERICANA DE PUERTO RICO								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	3	.	3
White	.	.	.	.	.	1	.	1
Total	.	.	.	.	.	4	.	4
UNIVERSITY OF PUERTO RICO								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	32	.	7	3	42	2	.	86
White	.	.	.	.	2	.	.	2
Total	32	.	7	3	44	2	.	88
RHODE ISLAND								
BROWN UNIVERSITY								
American Indian	.	.	.	1	1	.	.	2
Asian American	13	.	3	3	5	.	.	24
African American	5	1	.	3	15	.	.	24
Hispanic	4	1	2	3	12	.	.	22
White	308	37	64	155	363	.	.	927
Total	330	39	69	165	396	.	.	999
UNIVERSITY OF RHODE ISLAND								
American Indian	.	1	.	.	.	.	.	1
Asian American	2	5	2	.	1	.	.	10
African American	.	1	1	3	.	.	.	5
Hispanic	4	1	2	3	.	.	.	10
White	156	34	136	122	48	.	.	496
Total	162	42	141	128	49	.	.	522

	Physical Science	Engi-neering	Life Sciences	Social Sciences	Human-ities	Edu-cation	Profes-sional	All Fields
SOUTH CAROLINA								
CLEMSON UNIVERSITY								
American Indian	.	.	.	1	.	.	.	1
Asian American	.	1	.	.	.	.	.	1
African American	.	1	4	1	.	1	1	8
Hispanic	.	1	1	.	.	1	.	3
White	118	70	170	3	.	18	29	408
Total	118	73	175	5	.	20	30	421
MEDICAL UNIVERSITY OF SOUTH CAROLINA								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	.	.	.	.	.	1
African American	.	.	4	.	.	.	.	4
Hispanic	.	.	.	.	.	.	.	.
White	1	.	113	.	.	.	.	114
Total	2	.	117	.	.	.	.	119
SOUTH CAROLINA STATE COLLEGE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	6	.	6
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	.	3	.	3
Total	.	.	.	.	.	9	.	9
UNIVERSITY OF SOUTH CAROLINA								
American Indian	.	.	1	1	.	2	.	4
Asian American	6	4	2	1	2	3	.	18
African American	4	.	3	13	8	59	4	91
Hispanic	1	.	1	1	1	4	1	9
White	234	17	114	251	158	497	108	1379
Total	245	21	121	267	169	565	113	1501
SOUTH DAKOTA								
SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	6	3	.	.	.	.	.	9
Total	6	3	.	.	.	.	.	9
SOUTH DAKOTA STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	.	.	.	.	1
African American	.	.	.	1	.	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	.	.	21	13	.	.	.	34
Total	.	.	22	14	.	.	.	36

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UNIVERSITY OF SOUTH DAKOTA								
American Indian	.	.	.	1	.	14	.	15
Asian American	.	.	.	1	.	2	.	3
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	1	.	1
White	.	.	21	72	.	239	.	332
Total	.	.	21	74	.	256	.	351
TENNESSEE								
EAST TENNESSEE STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	1	.	1
African American	.	.	.	.	.	3	.	3
Hispanic	.	.	.	.	.	1	.	1
White	.	.	.	.	.	89	.	89
Total	.	.	.	.	.	94	.	94
GEORGE PEABODY COLLEGE								
American Indian	.	.	.	2	.	3	.	5
Asian American	.	.	.	.	.	8	.	8
African American	.	.	.	12	1	161	.	174
Hispanic	.	.	.	3	1	9	.	13
White	.	.	1	150	14	860	.	1025
Total	.	.	1	167	16	1041	.	1225
MEHARRY MEDICAL COLLEGE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	18	.	.	.	.	18
Hispanic	.	.	.	.	.	.	.	.
White	.	.	1	.	.	.	.	1
Total	.	.	19	.	.	.	.	19
MEMPHIS STATE UNIVERSITY								
American Indian	1	.	.	2	.	1	.	4
Asian American	.	.	.	.	.	2	.	2
African American	2	.	2	2	3	15	.	24
Hispanic	.	.	.	1	.	1	.	2
White	9	.	50	137	38	243	41	518
Total	12	.	52	142	41	262	41	550
MIDDLE TENNESSEE STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	6	7	.	13
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	33	50	.	83
Total	.	.	.	.	39	57	.	96

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
TENNESSEE TECHNOLOGICAL UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	1	.	.	.	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	8	.	.	.	.	.	8
Total	.	9	.	.	.	.	.	9
UNIVERSITY OF TENNESSEE, KNOXVILLE								
American Indian	1	1	4	.	.	2	3	11
Asian American	1	5	7	3	.	1	1	18
African American	3	.	12	16	.	45	7	83
Hispanic	1	1	3	8	6	2	1	22
White	160	110	361	427	133	451	223	1865
Total	166	117	387	454	139	501	235	1999
UNIVERSITY OF TENNESSEE, MEMPHIS								
American Indian	.	.	1	.	.	.	.	1
Asian American	.	.	2	.	.	.	.	2
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	1	.	.	.	.	1
White	.	.	67	.	.	.	.	67
Total	.	.	71	.	.	.	.	71
VANDERBILT UNIVERSITY								
American Indian	.	1	.	2	.	.	.	3
Asian American	.	2	4	3	2	1	.	12
African American	4	2	3	13	5	.	.	27
Hispanic	.	2	2	3	5	.	.	12
White	82	55	215	216	255	34	20	877
Total	86	62	224	237	267	35	20	931
TEXAS								
BAYLOR COLLEGE OF MEDICINE								
American Indian	.	.	1	.	.	.	.	1
Asian American	.	.	7	.	.	.	.	7
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	5	.	.	.	.	5
White	.	.	157	.	.	.	.	157
Total	.	.	170	.	.	.	.	170
BAYLOR UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	.	1	.	.	2
African American	.	.	.	.	.	5	.	5
Hispanic	.	.	.	.	1	3	1	5
White	23	.	.	.	60	58	13	154
Total	23	.	1	.	62	66	14	166

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
DALLAS THEOLOGICAL SEMINARY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	1	1
African American	.	.	.	.	.	.	2	2
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	4	.	75	79
Total	.	.	.	.	4	.	78	82
EAST TEXAS STATE UNIVERSITY								
American Indian	.	.	.	.	.	6	.	6
Asian American	.	.	.	1	.	3	.	4
African American	.	.	.	.	.	54	.	54
Hispanic	.	.	.	.	.	33	.	33
White	.	.	.	31	.	638	.	669
Total	.	.	.	32	.	734	.	766
LAMAR UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	1	.	.	.	.	.	1
African American	.	1	.	.	.	.	.	1
Hispanic	.	.	.	.	.	.	.	.
White	.	3	.	.	.	.	.	3
Total	.	5	.	.	.	.	.	5
RICE UNIVERSITY								
American Indian	1	.	.	.	.	.	.	1
Asian American	5	3	.	.	.	.	.	8
African American	1	3	1	2	2	.	.	9
Hispanic	6	1	2	2	.	.	.	11
White	261	82	80	76	142	.	5	646
Total	274	89	83	80	144	.	5	675
SAM HOUSTON STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	1	.	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	2	.	.	.	2
White	.	.	.	56	.	.	2	58
Total	.	.	.	59	.	.	2	61
SOUTHERN METHODIST UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	4	.	1	.	.	.	6
African American	.	1	.	1	.	.	.	2
Hispanic	.	1	1	2	.	.	.	4
White	40	47	9	53	.	.	3	152
Total	41	53	10	57	.	.	3	164

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY								
American Indian	.	.	.	.	.	1	1	2
Asian American	.	.	.	.	2	.	2	4
African American	.	.	.	.	2	.	.	2
Hispanic	.	.	.	.	1	2	3	6
White	.	.	.	.	107	97	315	519
Total	.	.	.	.	112	100	321	533
STEPHEN F. STATE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	10	.	.	.	.	10
Total	.	.	10	.	.	.	.	10
TEXAS A&M UNIVERSITY								
American Indian	2	2	4	3	.	3	1	15
Asian American	11	13	10	3	.	.	1	38
African American	2	1	4	2	.	18	5	32
Hispanic	18	5	16	10	5	31	2	87
White	416	237	773	239	57	609	138	2469
Total	449	258	807	257	62	661	147	2641
TEXAS CHRISTIAN UNIVERSITY								
American Indian	.	.	.	.	2	.	.	2
Asian American	1	.	.	.	.	.	.	1
African American	.	.	.	4	1	.	.	5
Hispanic	3	.	.	.	1	.	.	4
White	26	.	3	60	59	.	.	148
Total	30	.	3	64	63	.	.	160
TEXAS SOUTHERN UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	2	.	2
African American	.	.	.	.	.	50	.	50
Hispanic	.	.	.	.	.	1	.	1
White	.	.	.	.	.	11	.	11
Total	.	.	.	.	.	64	.	64
TEXAS TECH UNIVERSITY								
American Indian	1	.	.	2	.	2	.	5
Asian American	1	.	2	1	.	.	2	6
African American	.	.	.	.	.	4	2	6
Hispanic	1	1	.	11	10	5	.	28
White	50	37	132	228	112	204	104	867
Total	53	38	134	242	122	215	108	912

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
TEXAS WOMAN'S UNIVERSITY								
American Indian	.	.	1	.	.	.	2	3
Asian American	.	.	6	1	2	2	.	11
African American	.	.	18	1	3	30	4	56
Hispanic	.	.	7	4	2	16	4	33
White	3	.	158	147	23	211	99	641
Total	3	.	190	153	30	259	109	744
UNIVERSITY OF DALLAS								
American Indian	.	.	.	.	1	.	.	1
Asian American	.	.	.	.	1	.	.	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	24	.	.	24
Total	.	.	.	.	26	.	.	26
UNIVERSITY OF HOUSTON								
American Indian	.	1	.	1	.	2	.	4
Asian American	6	3	3	2	.	11	2	27
African American	1	.	2	4	1	46	3	57
Hispanic	1	6	4	5	2	52	.	70
White	101	41	59	217	43	443	68	972
Total	109	51	68	229	46	554	73	1130
UNIVERSITY OF NORTH TEXAS								
American Indian	1	.	.	1	.	3	.	5
Asian American	2	.	2	1	1	4	1	11
African American	.	.	1	3	1	20	2	27
Hispanic	2	.	2	7	2	14	1	28
White	70	.	50	266	174	607	121	1288
Total	75	.	55	278	178	648	125	1359
UNIVERSITY OF TEXAS AT ARLINGTON								
American Indian	1	.	.	1	.	.	2	4
Asian American	.	3	.	.	1	.	1	5
African American	.	.	.	3	.	.	3	6
Hispanic	.	.	1	1	.	.	1	3
White	36	35	1	32	31	.	35	170
Total	37	38	2	37	32	.	42	188
UNIVERSITY OF TEXAS AT AUSTIN								
American Indian	2	1	4	1	1	7	2	18
Asian American	6	17	8	2	8	8	4	53
African American	3	3	15	15	6	27	12	81
Hispanic	12	12	15	52	38	96	9	234
White	549	275	558	613	620	668	310	3593
Total	572	308	600	683	673	806	337	3979

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UNIVERSITY OT TEXAS AT DALLAS								
American Indian	1	.	.	.	.	.	.	1
Asian American	2	.	2	.	.	.	1	5
African American	2	.	.	.	.	.	.	2
Hispanic	1	.	1	.	1	.	.	3
White	96	2	52	17	28	.	45	240
Total	102	2	55	17	29	.	46	251
UNIVERSITY OF TEXAS AT EL PASO								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	20	.	.	.	.	.	.	20
Total	20	.	.	.	.	.	.	20
UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	15	.	.	.	.	16
African American	1	.	8	.	.	.	.	9
Hispanic	.	.	9	1	.	.	.	10
White	11	.	302	8	.	.	.	321
Total	13	.	334	9	.	.	.	356
UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	1	.	.	.	.	1
African American	.	.	1	.	.	.	.	1
Hispanic	.	.	2	.	.	.	.	2
White	.	.	96	.	.	.	.	96
Total	.	.	100	.	.	.	.	100
UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON								
American Indian	.	.	1	.	.	.	.	1
Asian American	.	.	6	.	.	.	.	6
African American	.	.	1	.	.	.	.	1
Hispanic	.	.	1	.	.	.	.	1
White	.	.	149	.	.	.	.	149
Total	.	.	158	.	.	.	.	158
UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER AT DALLAS								
American Indian	.	.	1	.	.	.	.	1
Asian American	1	.	1	.	.	.	.	2
African American	.	.	.	1	.	.	.	1
Hispanic	.	.	.	3	.	.	.	3
White	8	.	166	67	.	.	.	241
Total	9	.	168	71	.	.	.	248

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
UTAH								
BRIGHAM YOUNG UNIVERSITY								
American Indian	.	.	.	1	.	2	.	3
Asian American	.	.	1	2	1	32	.	36
African American	.	.	1	.	.	6	.	7
Hispanic	.	.	.	3	1	24	.	28
White	56	49	60	219	45	671	.	1100
Total	56	49	62	225	47	735	.	1174
UNIVERSITY OF UTAH								
American Indian	.	1	1	2	2	1	3	10
Asian American	10	10	10	5	.	1	1	37
African American	1	.	3	4	2	4	3	17
Hispanic	4	1	.	7	4	3	1	20
White	245	89	225	299	109	214	126	1307
Total	260	101	239	317	117	223	134	1391
UTAH STATE UNIVERSITY								
American Indian	.	.	.	1	.	1	.	2
Asian American	.	.	5	.	.	2	.	7
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	1	4	.	2	.	7
White	42	51	198	100	.	99	1	491
Total	42	51	204	105	.	104	1	507
VERMONT								
MIDDLEBURY COLLEGE								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	.	.
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	5	.	.	5
White	.	.	.	.	29	.	.	29
Total	.	.	.	.	34	.	.	34
UNIVERSITY OF VERMONT								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	1	2	1	.	.	.	5
African American	.	.	.	1	.	.	.	1
Hispanic	1	.	.	4	.	2	.	7
White	61	12	110	97	.	16	.	296
Total	63	13	112	103	.	18	.	309

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
VIRGINIA								
COLLEGE OF WILLIAM AND MARY								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	.	.	.	.	.	1
African American	1	.	.	.	.	24	.	25
Hispanic	1	.	.	.	.	1	.	2
White	72	.	.	.	.	184	.	256
Total	75	.	.	.	.	209	.	284
GEORGE MASON UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	1	.	1	.	.	1	.	3
African American	.	.	.	.	.	1	1	2
Hispanic	.	.	.	1	.	2	.	3
White	4	.	2	15	.	16	4	41
Total	5	.	3	16	.	20	5	49
OLD DOMINION UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	1	1	.	.	.	.	2
African American	2	.	.	2	.	1	.	5
Hispanic	.	.	.	1	.	.	.	1
White	26	15	5	30	.	8	.	84
Total	28	16	6	33	.	9	.	92
UNION THEOLOGICAL SEMINARY IN VIRGINIA								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	.	.	.	.	1	1
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	.	.	10	.	27	37
Total	.	.	.	.	10	.	28	38
UNIVERSITY OF VIRGINIA								
American Indian	.	1	1	1	.	1	.	4
Asian American	1	3	5	2	1	1	.	13
African American	.	1	2	8	5	38	1	55
Hispanic	5	3	4	5	8	3	.	28
White	245	223	276	360	384	526	27	2041
Total	251	231	288	376	398	569	28	2141
VIRGINIA COMMONWEALTH UNIVERSITY								
American Indian	.	.	.	1	.	.	.	1
Asian American	1	.	.	.	.	.	1	2
African American	.	.	1	9	.	3	2	15
Hispanic	.	.	.	.	.	.	.	.
White	24	.	5	182	.	17	32	260
Total	25	.	6	192	.	20	35	278

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
VIRGINIA COMMONWEALTH UNIVERSITY MEDICAL COLLEGE								
American Indian	.	.	1	.	.	.	.	1
Asian American	.	.	3	.	.	.	.	3
African American	.	.	4	.	.	.	.	4
Hispanic	.	.	2	.	.	.	.	2
White	23	.	291	.	.	.	.	314
Total	23	.	301	.	.	.	.	324
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY								
American Indian	.	.	.	.	.	4	.	4
Asian American	.	9	1	.	.	2	.	12
African American	.	1	1	1	.	104	4	111
Hispanic	.	3	2	2	.	3	3	13
White	168	220	407	206	.	533	142	1676
Total	168	233	411	209	.	646	149	1816
WASHINGTON								
GONZAGA UNIVERSITY								
American Indian	.	.	.	.	.	2	.	2
Asian American	.	.	.	.	.	1	.	1
African American	.	.	.	.	.	1	.	1
Hispanic	.	.	.	.	.	1	.	1
White	.	.	.	.	.	47	.	47
Total	.	.	.	.	.	52	.	52
SEATTLE UNIVERSITY								
American Indian	.	.	.	.	.	3	.	3
Asian American	.	.	.	.	.	6	.	6
African American	.	.	.	.	.	6	.	6
Hispanic	.	.	.	.	.	3	.	3
White	.	.	.	.	.	155	.	155
Total	.	.	.	.	.	173	.	173
UNIVERSITY OF WASHINGTON								
American Indian	1	1	7	4	4	8	1	26
Asian American	20	14	25	29	12	18	8	126
African American	6	1	5	17	8	16	2	55
Hispanic	7	1	5	16	12	13	4	58
White	537	147	802	491	384	309	186	2856
Total	571	164	844	557	420	364	201	3121
WASHINGTON STATE UNIVERSITY								
American Indian	.	.	2	1	1	2	.	6
Asian American	2	2	7	10	.	2	1	24
African American	.	.	3	7	1	8	.	19
Hispanic	.	.	7	14	2	4	.	27
White	115	43	394	261	74	168	3	1058
Total	117	45	413	293	78	184	4	1134

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
WEST VIRGINIA								
WEST VIRGINIA UNIVERSITY								
American Indian	.	1	1	1	.	5	.	8
Asian American	1	6	2	3	1	6	.	19
African American	1	.	2	1	.	7	.	11
Hispanic	.	.	1	3	.	2	.	6
White	54	41	205	155	53	494	.	1002
Total	56	48	211	163	54	514	.	1046
WISCONSIN								
MARQUETTE UNIVERSITY								
American Indian	.	.	.	.	.	.	.	.
Asian American	2	2	1	.	.	.	.	5
African American	.	1	.	.	.	5	.	6
Hispanic	.	.	1	.	1	1	.	3
White	10	20	28	.	66	102	55	281
Total	12	23	30	.	67	108	55	295
MEDICAL COLLEGE OF WISCONSIN								
American Indian	.	.	.	.	.	.	.	.
Asian American	.	.	2	.	.	.	.	2
African American	.	.	.	.	.	.	.	.
Hispanic	.	.	.	.	.	.	.	.
White	.	.	74	.	.	.	.	74
Total	.	.	76	.	.	.	.	76
UNIVERSITY OF WISCONSIN–MADISON								
American Indian	.	1	6	7	1	5	3	23
Asian American	29	8	27	11	17	5	6	103
African American	3	1	10	14	14	40	11	93
Hispanic	11	8	11	10	13	11	4	68
White	935	310	1199	745	627	707	279	4802
Total	978	328	1253	787	672	768	303	5089
UNIVERSITY OF WISCONSIN–MILWAUKEE								
American Indian	.	.	.	1	.	1	.	2
Asian American	2	2	.	2	.	.	.	6
African American	.	.	.	14	1	14	.	29
Hispanic	1	.	.	6	.	4	.	11
White	59	10	37	137	57	84	4	388
Total	62	12	37	160	58	103	4	436

	Physical Science	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional	All Fields
WYOMING								
UNIVERSITY OF WYOMING								
American Indian	1	1	.	.	.	1	.	3
Asian American	.	3	1	.	.	2	.	6
African American	1	.	.	1	.	2	.	4
Hispanic	.	.	1	1	.	3	.	5
White	125	17	124	93	.	164	.	523
Total	127	21	126	95	.	172	.	541
GRAND TOTAL U.S.								
American Indian	83	41	143	174	82	396	51	970
Asian American	1,045	1,070	1,385	779	385	708	260	5,632
African American	347	171	767	1,916	923	5,307	717	10,148
Hispanic	523	249	681	1,318	1,026	1,822	244	5,863
White	30,923	12,984	44,149	45,931	29,471	55,882	13,457	232,797
Total	32,921	14,515	47,125	50,118	31,887	64,115	14,729	255,410

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